DOCUMENT RESUME

ED 159 202 TM 007 477

AUTHOR Love, George H.; And Others
TITLE Evaluation Report on the Activities of the Appalachia Educational Laboratory Regional Exchange. October, 1976 to November, 1977.
PUB DATE Mar 78
NOTE 117p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS *Advisory Committees; Conferences; Contracts; *Information Dissemination; Interagency Cooperation; *Program Evaluation; Questionnaires; Regional Laboratories; *Regional Programs; *Resource Centers; State Departments of Education; *Workshops
IDENTIFIERS Appalachia Educational Laboratory WV

ABSTRACT

This report covers the activities of the Appalachia Educational Laboratory (AEL) Regional Exchange (Rx) from October 1976 to November 1977, the first 14 months of the Rx existence. Four different activities are described and are briefly evaluated: (1) the Advisory Committee; (2) the subcontracts with eight state departments of education to improve the dissemination capacity of those states; (3) state workshops and regional conferences on linkage training, performance based education, and minimum graduation requirements; and (4) the Resource and Referral Centers which provide literature and answer local requests for information. Much of the report consists of tables and quoted responses to questionnaires designed to indicate the effectiveness of the various activities in achieving the goals of the Research and Development Exchange. (Author/CTM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED159202

EVALUATION REPORT ON THE ACTIVITIES OF THE APPALACHIA EDUCATIONAL LABORATORY REGIONAL EXCHANGE

OCTOBER, 1976 to NOVEMBER, 1977

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

George H. Love

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Dr. George H. Love

Sandra R. Orletsky

Marcia R. Lynch

March 1978

TM002 477

APPALACHIA EDUCATIONAL LABORATORY
REGIONAL EXCHANGE
EVALUATION REPORT

TABLE OF CONTENTS

	Page
Introduction	1
Advisory Committee	3
Subcontracts	12
Workshops	35
Resource and Referral Center	67

INTRODUCTION

This summary report of the AEL-Rx evaluation efforts reflects the attempt to examine each of the major activities undertaken by the Rx during the first fourteen months of its existence and to determine their effectiveness in achieving the RDx goals, AEL's goals, and responding to states' needs. The first of the activities described is the Advisory Committee, which has been of great assistance to the Rx and will be retained during the next phase of our program. Each meeting of the Advisory Committee has had an evaluation component and the Rx has modified its meetings in accordance with the suggestions of the committee.

The second of the activities described is the subcontracts with the state departments of education. These subcontracts were designed to be collaborative efforts between state departments of education and the AEL-Rx to improve the dissemination capacity of states. Each subcontract effort is listed and evaluation reports and some letters of support are included. The evaluations indicate that the subcontracts have been very beneficial and should be included in the Rx budget.

The third of the activities described involves the region-wide conference and workshops. These were conducted to encourage collaboration among states to meet identified needs throughout the feasibility testing period of March, 1977 to November, 1977. Evaluation reports of each of the workshops are included in this section. Results indicate that the workshops do promote collaboration and are important mechanisms for dissemination.

The fourth of the activities described is the Resource and Referral Center, which has been an on-going activity of the Rx. The original plan was to obtain two sets of products, one of which could be loaned to requestors

and the other to be retained for on-site examination. However, the plans have been modified to increase the capacity of the Rx to respond to information requests rather than to stockpile R & D products that may or may not have utility.

ADVISORY COMMITTEE

The Advisory Committee was created to advise the AEL-Rx about the activities, plans, and services for the Southeastern states in addition to providing information about dissemination and educational needs. The committee was not created to govern the AEL-Rx. Initially, two persons from each state were invited to serve as members of the committee. These persons represented teachers, superintendents, Regional Service Agencies, State Departments of Education, and the U.S.O.E. The SEA contact persons from North Carolina, South Carolina, Florida and Kentucky were randomly selected from all of the participating states by means of the table of random numbers. However, all of the SEA contact persons were invited to subsequent meetings.

Although some persons agreed to serve as members of the committee, they failed to attend any of the meetings and their names were removed from our membership lists.

Five advisory committee meetings were held between December 20, 1976 to November 14, 1977. The first of these was held in Charleston, West Virginia, with only three persons in attendance due to inclement weather conditions and for other reasons. The second was also held in Charleston, West Virginia. All subsequent meetings were held in Atlanta, Georgia, because of its ease of access by each of the committee members. The attendance ranged from 11 to 16 with sixteen participants in each of the last two meetings.

The Alabama SEA was represented by Dr. John Hayman, who participated in three of the meetings and was represented by his assistant, Jackie Walsh, for the fourth meeting.

The Florida SEA was represented by Inga Fahs, who participated in one meeting, but was represented by Michael Kuhn in two meetings.

The Kentucky SEA was represented by Mr. Donald Van Fleet, who participated in two meetings and was represented by Norman Sims in a third and Gene Tallent in a fourth meeting.

The Mississippi SEA was represented by J. R. Hutchinson, who participated in two meetings and was represented by Al Evans in a third meeting.

The North Carolina SEA was represented by Henry Helms, who participated in three meetings.

The South Carolina SEA was represented by Dr. Elmer Knight, who participated in one meeting, but was represented by Alfonso Evans in three other meetings.

The Tennessee SEA was represented by Dr. Dee Wilder, who participated in two meetings and was replaced by James Cannon for the last meeting.

The Virginia SEA was represented by R. T. Lewis, Jr., who participated in three meetings.

The West Virginia SEA was represented by Dr. Douglas Machesney, who participated in two meetings.

Although Georgia is not participating in the Regional Exchange, Anne Moughon of the Georgia SEA did participate in one of our meetings.

The Regional Service Agencies (ISA's) were represented by Kyo Jhin, Top of Alabama Regional Service Agency (TARESA), who participated in one meeting, but was represented by Allen Hyatt in three other meetings; Paul Welborn, North Carolina, who participated in three meetings; Jonathan Van Tassel, Virginia who participated in two meetings and was represented by Sam Dillon in a third meeting.

Ray Bishop, Superintendent, Gulfport, Mississippi, participated in four meetings. Lee Goehler, teacher, Nashville, Tennessee, participated in two meetings. Marilyn Joslin, teacher, Kanawha County Schools, West Virginia, participated in four meetings.

NIE was represented by our Project Officer, Don Fischer, in two meetings and by Dr. W. E. Ellis in a third meeting.

The U.S.O.E. was represented by Dr. Albert Crambert, Region III, in one meeting, by Dr. Kenneth Brunner, Region IV, in two meetings, and by William Hart, Region IV in a fourth meeting.

AEL-Rx staffers Sandra Orletsky and Marcia Lynch participated in each of the committee meetings with Dr. Love presiding.

Several formats for the meetings were tried. However, the most appropriate selected for the meetings was a sit-down luncheon followed by a working session until approximately 5:30 p.m. Another working session held on the following day beginning at 9:00 a.m., a one hour sit-down luncheon at noon, followed by a work session ending about 4:00 p.m.

At the conclusion of the November 14, 1977 meeting of the committee, a suggestion was made by Alfonso Evans, South Carolina, to the effect that the committee should have an elected chairperson. Douglas Machesney was their elected chairperson and Marilyn Joslin was elected vice chairperson.

Evaluation summaries of the May 9-10, 1977 and the August 18-19, 1977 Advisory Committee meetings are attached. The evaluation results reveal that the members feel that they are an important part of the Rx decision-making process; that they gain new information from their fellow committee members; and that the Rx is responsive to their dissemination and educational needs.

AEL-Rx ADVISORY COMMITTEE MEMBERS

Alabama

Dr. John Hayman
State Department of Education
State Office Building
Montgomery, Alabama 36104

Dr. Kyo Jhin, Director
Top of Alabama Regional Education Service Agency
3125 University Dr., W. 2nd Floor-C
Huntsville, Alabama 35801

Florida

Dr. Inga Fahs, Director
Office of Educational Dissemination/ Diffusion
Department of Education
Tallahassee, Florida 32304

Kentucky

Dr. Donald S. Van Fleet, Head
Office of Special Programs and Services
Kentucky Department of Education
Capital Plaza Tower
Frankfort, Kentucky 40601

Mississippi

Dr. J. R. Hutchinson
Mississippi State Department of Education
Office of Planning and Evaluation
P. O. Box 771
Jackson, Mississippi 39205

Dr. Ray Bishop
Gulport School District
Gulfport, Mississippi 39501

North Carolina

Mr. Paul Welborn
P.O. Box 1308
North Wilkesboro, North Carolina 28659

North Carolina

Dr. Henry Helms
Director of Dissemination
Division of Development
Department of Public Instruction
Education Building
Raleigh, North Carolina 27602

South Carolina

Dr. Elmer L. Knight, Director
Education Products Center
1206 Rutledge Building
Columbia, South Carolina 29201

Tennessee

Dr. James Cannon
Research, Planning and Evaluation
State Department of Education
Cordell Hull Building
Nashville, Tennessee 37202

Ms. Lee Goehler
3000 Hillsboro Road
Apt. 93
Nashville, Tennessee 37215

Virginia

Dr. Jonathan U. Van Tassel
Executive Director
Diversified Education Cooperative
1032 Virginia Avenue
Norton, Virginia 24273

Mr. R. T. Lewis, Jr.
Supervisor of Data Utilization
Division of Management Information Systems
State Department of Education
Richmont, Virginia 23216

West Virginia

Dr. J. Douglas Machesney
Assistant Superintendent
State Department of Education
Capitol Complex
Charleston, West Virginia 25305

AEL-Rx ADVISORY COMMITTEE MEMBERS
Page 2

West Virginia

Mrs. Marilyn Joslin
Asbury Heights
Charleston, West Virginia 25312

USOE, REGION III

Dr. Albert C. Crambert
Acting Assistant Regional Commissioner
Planning and Special Programs
Department Health, Education and Welfare
Region III
3535 Market Street
Philadelphia, Pennsylvania 19101

USOE, REGION IV

Ms. Polly McIntosh
Deputy Regional Commissioner
United States Office of Education
Region IV
50 Seventh Street, N.E.
Atlanta, Georgia 30323

NIE

Mr. Donald Fischer
National Institute of Education
1200 19th Street, N.W.
Washington, D. C. 20208

ADVISORY COMMITTEE MEETINGS

STATES	12-20-76	1-31-77	5-8-77	8-18-77	11-14-77	TOTAL
ALABAMA						
*Dr. John Hayman		X	X		X	3
Dr. Jackie Walsh				X		1
Dr. Kyo Jhin	X					1
Dr. Allen Hyatt			X	X	X	3
FLORIDA						
*Inga Fahs					X	1
Michael Kuhn			X	X		2
GEORGIA						
Anne Moughon			X			1
KENTUCKY						
*Dr. Don Van Fleet		X		X		2
Norman Sims			X			1
Gene Tallent					X	1
MISSISSIPPI						
*J.R. Hutchinson		X			X	2
*Ray Bishop		X	X	X	X	4
Al Evans				X		1
NORTH CAROLINA						
*Henry Helms	X	X	X			3
*Paul Welborn	X	X			X	3
SOUTH CAROLINA						
*Dr. Elmer Knight		X				1
Alfonson Evans			X	X	X	3
TENNESSEE						
*Dr. Dee Wilder			X	X		2
*Lee Goehler			X		X	2
James Cannon					X	1
Yvonne Smith				X		1
VIRGINIA						
*R.T. Lewis, Jr.		X		X	X	3
Sam Dillon				X		1
*Dr. Jonathan Van Tassel		X			X	2
WEST VIRGINIA						
*Dr. J. Douglas Machesney				X	X	2
*Marilyn Joslin		X	X	X	X	4
NIE						
*Donald Fischer		X		X		2
Dr. W.E. Ellis					X	1
USOE						
*Dr. Albert Crambert				X		1
*Dr. Kenneth Brunner			X	X		2
*William Hart					X	1
TOTALS	3	11	12	16	16	58

*Indicates appointed Advisory Committee

EVALUATION SUMMARY
Rx ADVISORY COMMITTEE MEETING
May 9-10, 1977

N = 9

1. Do you need additional clarification concerning the activities of AEL's Regional Exchange?

   Yes - 3 No - 6

   If yes, what items need clarification?

   1. Proactive program: setting goals, objectives and activities
   2. Resource Center
   3. Concrete intended outcomes, deliverables

2. Did you gain any new information about dissemination activities, practices and future plans in other states?

   Yes - 9 No - 0

3. Did the Agenda allow for time to share ideas and discuss concerns with the committee?

   Yes - 8 No - 1

   If no, what suggestions do you have for the next meeting?

   Not as much as I think is desirable.

4. Did you have an adequate opportunity during this meeting to discuss planning for future meetings, including workshops?

   Yes - 9 No - 0

EVALUATION SUMMARY
Rx ADVISORY COMMITTEE MEETING
AUGUST 18 - 19, 1977

N = 13

1. Did the agenda allow time for advisory group members to share ideas and discuss concerns?

None (1) A Lot (4)

Responses: 6 said 4
4 said 3.5
1 said 3
1 said 2.5
1 said 2

Average = 3.7 Range = 2-4

2. Do you feel you had an opportunity for input into the AEL-Rx 3-5 year plan?

None (1) A Lot (4)

Responses: 6 said 4
2 said 3.5
1 said 3
2 said 2.5
2 said 2

Average: = 3.3 Range = 2-4

3. Do you feel you have an understanding of the following Rx activities?

None (1) A Lot (4)

a. Baseline data collection

Responses: 7 said 4
3 said 3
2 said 2.5
1 said 1.5

Average = 3.3 Range = 1.5-4

b. Feedforward data collection

Resources: 9 said 4
2 said 3
1 said 2.5
1 said 2

Average = 3.8 Range 2-4

Evaluation Summary
Page 2
August 18-19, 1977

c. Human Resources File

Responses: 7 said 4
2 said 3
1 said 2.5
2 said 2
1 said 1.5

Average = 3.2 Range = 1.5-4

d. Linkage Training Workshop

Responses: 7 said 4
3 said 3
2 said 2.5
1 said 2

Average = 3.3 Range = 2-4

4. Did you gain new information about dissemination activities, practices and future plans of the Rx and other states?

Responses: 5 said 4
5 said 3
1 said 2.5
2 said 2

Average = 3.2 Range 2-4

5. Did you have an opportunity during the meeting to discuss planning for future meetings?

Responses: 3 said 4
2 said 3.5
1 said 3
2 said 2.5
4 said 2

Average = 2.7 Range 2-4

SUBCONTRACTS WITH THE STATE DEPARTMENTS OF EDUCATION

Background Statement

During the initial planning phase for the AEL-Rx, the concept of subcontracting for specified activities with each state department of education was considered. The AEL-Rx proposal included an amount of $2,500.00 for a subcontract with each participating State Department of Education. When the proposal was reviewed by NIE, it was specified that AEL-Rx had to obtain Contracting Officer approval prior to entering into any subcontract with a state department of education. Further specifications were that the Contractor, AEL-Rx, must submit a very detailed scope of work as part of the proposed subcontract and provide the Contracting Officer with an analysis of the steps used to determine that the proposed subcontract terms, conditions and price were reasonable.

The subcontracts were designed to be collaborative efforts between state departments of education and AEL-Rx aimed at improving the dissemination capacity of states. Therefore, each subcontract had a cost sharing statement included as an appendix.

Summary

Eight of the nine state departments of education negotiated a subcontract with AEL-Rx. The South Carolina State Department of Education chose not to participate due to time constraints placed on them by internal procedures and AEL-Rx's time constraints.

The following charts summarize each state department of education's subcontract activities with AEL-Rx including a description of scope of

work, number and type of contacts to complete the negotiation, costs and comments.

Negotiation Process: A Description

In order to establish a uniform subcontract format to be used with each state department of education it was necessary for the AEL Rx staff to develop a basic form acceptable to and approved by the NIE project monitor, Don Fischer, and the NIE Contracts and Grants Management Officer, Mark Margolis. The initial draft of the subcontract began in late June and was submitted to the NIE project monitor on July 5, 1977. Approval of the form was granted to AEL-Rx in mid-July.

While each subcontract negotiation differed in scope of work, some common problems were encountered and common negotiation processes developed. The following is a description of the negotiation process and some of the problems encountered.

Negotiation Process

Generally, the Rx staff initiated discussion on possible subcontract activity in each of the state visits made by George H. Love and Sandra R. Orletsky. The state visits occurred between April 20 and June 28, 1977. Contacts were made, thereafter, by Sandra R. Orletsky, who was assigned responsibility for negotiating subcontract activity with the state departments of education.

A detailed breakdown of types and number of contacts occurring during the subcontract negotiation has been delineated in Tables I-IX on subcontract activity by state. Table X presents a summary of all subcontract activities with the nine state departments of education. While eight state departments of education made a commitment of state funds to the subcontract activity, there was as wide a variation in the amount of cost sharing funds contri-

buted to the subcontract activity as there was in the scope of work undertaken in each activity.

Generally, there were several types of contacts used in the negotiation process. Telephone contact was most frequently used due to cost factors. Telephone contacts occurred between Rx staff, the state contact persons and the NIE project monitor. Occasionally, there were meetings to plan or clarify the subcontract activity. Usually, these meetings were held in conjunction with other meetings, such as the Dissemination Forum, the Rx Advisory Committee meetings and workshop planning meetings. Within the Laboratory, Rx staff met with Jim Kelley, AEL Business Manager, to review each subcontract prior to submission to NIE. Terry Eidell, AEL Director, reviewed and signed off on each subcontract. Usually there was a telephone contact with the NIE project monitor to discuss the subcontract and obtain clarification prior to submission. After submission of the subcontract to the NIE contract monitor and the NIE Contracts and Grants Management Division, there were often points which needed clarification. These refinements in the subcontract were done by telephone. Verbal approval of the subcontracts was usually received by AEL-Rx staff or the AEL Business Manager, from the Contracts and Grants Management Division via the NIE project monitor.

Problems and Concerns

The most obvious problem identified by State Department and Rx staff and NIE staff in the subcontract activities was related to the amount of time consumed by the negotiation process itself. There appeared to be an agreement between the state department of education staff and the Rx staff that the subcontract activities were worthwhile, but a lot of personnel time was spent in writing and rewriting the subcontracts. A letter of evaluation regarding the subcontract activity was requested from each state department of education contact person.

TABLE I
AEL-Rx Subcontract With
Alabama State Department of Education

Description of Scope of Work	Number & Type of Contacts		Costs	Comments
Purchase services of a graduate research assistant at Alabama Information and Development System, (AIDS) a statewide system to serve K-12 and 2 year colleges. a) Duties will be to attend AIDS meetings; participate in planning for validation process for Alabama Resource File; participate in initial screening activities for assessing promising programs and practices; assist with evaluation of initial screening process; participate in site visits; assist with evaluation of site visitation process; participate in final selection of entries for Alabama Resource File; write interim and final report.	Visit by Love & Orletsky to Alabama on 4/26 to discuss subcontract activities Letter to Hayman on 6/13 requesting outline of scope of work Meeting with Hayman at Dissemination Forum in Virginia on 6/23 Letter from Hayman on 7/22 outlining subcontract activities Subcontract submitted to NIE on 8/11 Meeting on 8/23 with Leroy Bell, Alabama State University, Hayman & Orletsky to discuss subcontract activity Revised subcontract submitted to NIE on 9/6 Revisions of subcontract, Article VII, submitted on 9/27 to NIE	Requests for extension of subcontract submitted to NIE contracts & grants management on 9/27 Letter on 9/27 from Hayman re: graduate research assistant's employment Meeting with Hayman & Don Fischer in Washington to get approval of graduate research assistant on 9/29 Various meetings with Jim Kelley, Business Manager, and Terry Eidell Lab Director, to process subcontracts within the Lab Informal meetings at Rx advisory meetings on 5/9-10 and 8/19-20 Telephone contacts with Hayman on 3/10; 5/1, 17; 6/2, 14; 7/1, 15; 8/3, 10; 9/1, 4, 9, 27, 29 (twice); 10/1, 14 Telephone contacts with NIE monitor on 8/2, 10, 15, 12, 16; 9/4, 16, 26, 28 Intra-Lab meetings with Busines Office & Director to process subcontracts	AEL-Rx $2,500 Alabama SDE $3,410 Total $5,910	Negotiations began on 4/26 and ended on 9/29; Subcontract extended through 2/15/78 as per NIE approval

TABLE II
AEL-Rx Subcontract
Florida State Department of Education

Description of Scope of Work	Number & Type of Contacts		Costs	Comments
Conduct a conference titled "The Second Educational Diffusion Conference - A Focus on Florida Educational Resources in Addressing Learner Needs" to be held on July 26 & 27 in Tallahassee, Florida. Participants represent state departments of education local education agencies, teacher education centers and teacher unions. Purpose of the conference was to identify and refine the role and function of educational institutions in addressing education problems in Florida within the framework of the Florida Linkage System.	State visit by Love & Orletsky On June 27-28 to discuss subcontract activities Telephone calls with Inga Fahs to set up state visit and negotiate subcontract on June 2, 6, 14, 15 and July 2, 7, 11, 14, 22, 25, and August 8, and September 28 Telephone contact with NIE on July 1, 5 Rx staff attended conference on July 27	Preliminary report prepared by Rx staff and disseminated to NIE Conference Report received from Inga Fahs on September 28, disseminated to RDx contractors and NIE Intra-Lab meetings with Business Office & Director to process subcontracts	AEL-Rx $2,500 Florida SDE $2,759 Total $5,259	Negotiations began on July 1, 1977 and were completed on July 15, 1977. A follow up conference was held in Tallahassee, Florida on 8/19. This conference was sponsored by the state department of education. A report titled Conference Recommendations was prepared and disseminated.

TABLE III
AEL-Rx Subcontract With
Kentucky State Department of Education

Desciption of Scope of Work	Number & Type of Contacts		Costs	Comments
Conduct a two-day workshop on competency based education and testing to be held in Frankford, Kentucky on 10/12-13 and attended by 50 persons from LEAs and SDF. a) Purpose is to lay the foundation for and begin work on the identification of minimum competencies and to develop a program of competency based education and testing in the Kentucky public schools.	Preparations for state visit on 3/10 and 4/5; Love & Orletsky discussed possible subcontract activities during visit on 5/5 Letter sent on 6/13 to Don Van Fleet regarding use of subcontract monies Telephone contacts with Don Van Fleet or staff negotiating subcontract activities occurred on 5/17, 18, 26; 6/15, 17; 7/12; 8/11, 12, 25; 9/1, 6, 7, 8, 27; 10/6, 25, 26 Telephone contacts with NIE monitor occurred on 10/17 Informal meetings to discuss subcontract activities occurred during Rx Advisory Committee meetings on 8/19-20.	Subcontract submitted to NIE on 9/8 Revised subcontract submitted to NIE on 9/15 Revised Article VII in subcontract submitted to NIE on 9/27 Memo to NIE monitor requesting postponement of workshop until mid-November, 1977. Intra-Lab meetings with Business Office and Director to process subcontracts	AEL-Rx $2,500 Kentucky SDE $3,759 Total $6,259	Negotiations began on 5/5 and concluded on 10/26/77 The workshop was postponed until 11/21-22 Final report is due on 11/30/77

TABLE IV
AEL-Rx Subcontract With
Mississippi State Department of Education

Description of Scope of Work	Number & Type of Contacts		Costs	Comments
Participate in selected Rx & RDx sponsored activities, such as a linker training workshop, competency based education workshops in Alabama and Atlanta, Georgia.	State visit by Love & Orletsky to discuss subcontract activities on May 2, 1977 Letter of May 18 from Hutchinson outlining subcontract activities Telephone contacts with Hutchinson or other staff to negotiate subcontract on 5/18; 6/1; 7/15; 8/4, 8, 9, 10, 22; 9/2, 7, 13, 14, 28; 10/7 Telephone contacts with NIE monitor or RDx person to negotiate subcontracts on 7/15; 8/2, 10, 15, 16; 9/27 Meeting with NIE monitor on 8/16	Subcontract revised and sent to NIE on 9/6 Revisions negotiated over Disputes Clause on 9/23-27 Letter on 9/30 from Rx suggesting substitution of activities under the subcontract Informal meetings at Rx activities such as two Advisory meetings and linker training workshop Intra-Lab meetings with Business Office and Director to process subcontracts	AEL-Rx $2,500 Mississippi SDE $ 500 Total $3,000	Negotiations began on May 18, 1977 and ended on August 11, 1977 Attendance in some designated workshops was impossible due to a conflict in schedules. Substitutions were permitted to meet the needs of Mississippi State Department of Education personnel.

TABLE V

AEL-Rx Subcontract With
North Carolina State Department of Education

Description of Scope of Work	Number & Type of Contacts		Costs	Comments
Purchase, duplicate and disseminate existing R & D materials related to the following topics identified by North Carolina, SDE regional facilities and the Division of Development staff: change and innovation; competency based education; linkage training; project management; grantsmanship and evaluation.	Preparations for state visit on 3/10; Love & Orletsky discussed possible subcontract activities during visit on 4/22; Letter from Helms on 5/23 outlining subcontract activities Informal meeting at Rx Advisory Committee meeting on 5/9-10 and 9/19-20. Telephone contacts with Helms re: subcontract activities on 5/17, 18; 7/2; 8/25 (twice), 31; 9/1, 23, 27, 29, 30; 10/3; 11/10 Telephone contacts with NIE monitor on 10/17, 18, 31; 11/4 (twice) Meeting with Helms at N.C. Awareness Conference on 10/19-20 Telephone contacts with RDx re: subcontract activities on 8/25	Letter from R & D Technical Educational Center at U. of Texas on 8/25 Letter on 8/26 from Helms outlining proposed subcontract activities Letter on 9/1 to Helms with materials from U. of Texas Subcontract submitted to NIE on 9/27 Revised subcontract submitted to NIE on 11/4 Extension for subcontract requested of NIE on Letter mailed to Helms with signed subcontracts on 10/31 N.C. State Board approved AEL-Rx - N.C. SDE subcontract on 11/2 Intra-Lab meetings with Business Office & Director to process subcontracts	AEL-Rx $2,500 NC SDE $ 580 Total $3,080	Negotiations began on 4/22 and concluded on 11/2/77 Subcontract extended to 1/31/78 per NIE approval

TABLE VI
AEL-Rx Subcontract With
South Carolina State Department of Education

Description of Scope of Work	Number & Type of Contacts		Costs	Comments
Proposed to defray expenses for on-line retrieval of information requests on the Lockheed Dialog service	Preparations for state visit on 3/10; Love & Orletsky discussed possible subcontract activities during visit on 4/27 Telephone contacts with Elmer Knight re: subcontract activities on 5/18; 6/3, 14; 8/15, 16. Letter on 8/25 from Elmer Knight re: S.C. State Department of Education decision not to participate in subcontract activities with AEL-Rx due to time constraints, internal process for prior approval required in contract negotiations	Intra-Lab Meetings with Business Office and Director to process subcontracts	AEL-Rx $2,500 Unused	

TABLE VII
AEL-Rx Subcontract With
Tennessee State Department of Education

Description of Scope of Work	Number & Type of Contacts		Costs	Comments
Purchase, duplicate and disseminate existing materials related to competency based education Purchase services of in-state resource persons who assisted SDE in conducting workshops related to competency based education in order to prepare SDE personnel to assist LEA personnel in developing competencies.	Preparations for state visit on 3/10; Love and Orletsky discussed subcontract activities during visit on 5/4 Letter on 6/13 to Dee Wilder regarding request for subcontract plan Telephone contacts with Dee Wilder or staff occurred on 5/26; 6/7, 14; 7/12, 14, 15, 29; 8/3, 11; 9/27 (twice); 11/16 Telephone contacts with NIE project monitor occurred on 8/24; 9/7, 23 Informal meetings to discuss subcontract during the KY-TN spin off workshop in July and at Rx Advisory Committee meetings on 5/9-10 & 8/10-20 Letter on 8/2 from Dr. Sam Ingram, Commissioner, delineating use of subcontract monies	Letter on 8/19 from Wilder with detailed description of subcontract activities Subcontract submitted on 8/24 to NIE Revised subcontract submitted on 8/31 to NIE Revised Article VII in subcontract submitted to NIE on 9/27 Letter on 10/19 to Barbara Oakley, Ed. Specialist, with information on competency based education workshop for LEAs Intra-Lab meetings with Business Office and Director to process subcontracts	AEL-Rx $2,500 TN. SDE $3,810 Total $6,310	Negotiations began on 3/4 and concluded on 8/29/77.

TABLE VIII
AEL-Rx Subcontract With
Virginia State Department of Education

Description of Scope of Work	Number & Type of Contacts		Costs	Comments
Conduct 7 regional one day workshops on implementing competency based graduation requirements. a) to create an awareness of competency based minimal graduation requirement on the state and local levels b) to have 3 persons from each of the 140 LEAs attend; participants selected by local superintendents represented a cross-section of teachers, principals and supervisors	Preparations for state visit to Virginia SDE on 4/19; Love & Orletsky discussed subcontracts activity on 4/20 during visit Letter on 5/25 from Lewis regarding Boyer's memo of 5/6 discussing subcontract activities Telephone contacts with Tom Lewis in planning and negotiating the subcontract activities occurred on 6/[illegible] 7, 24; 8/11, 26; 9/8, 13, 28, 29; 10/6, 21, 27, 31; 11/1, 10 Telephone contact with NIE monitor regarding subcontract occurred on 9/28 (twice), 10/17, 28; 10/31 (twice), 11/3, 4 Meeting with Lewis at Rx Advisory Committee Meeting on 5/9, 10; 8/19-20; at Regionwide Conference in June and at linker training workshop in September. Subcontract submitted to NIE on 10/25	Intra-Lab meetings with Business Office & Director to process subcontracts Revised subcontract submitted to NIE on 10/28 Letter requesting extension submitted to NIE contracts and grants management division on 10/26/77 Letter with corrections to Appendix A. Cost Sharing submitted to NIE on 10/27/77 Letter with corrections to Appendix A resubmitted to NIE on 11/7 Rx staff attended Region II workshop in Williamsburg on 11/2 NIE staff (Klein & Fischer) attended workshop in Leesburg, Virginia on 11/11 N.C. LEA personnel attended Charlottesville workshop on 11/14 - visit arranged by Rx	AEL-Rx $2,500 Va. SDE $3,455 Total $5,955	Subcontract was negotiated from 4/20 through 10/31. An extension of 30 days until 12/30 was requested and granted by NIE. Interim report due on 11/25/77.

TABLE IX
AEL-Rx Subcontract With
West Virginia State Department of Education

Description of Scope of Work	Number & Type of Contacts		Costs	Comments
Conduct a two and a half day dissemination conference focusing on linkage training to be held on 10/12-14 with approximately 250 persons from SEA, LEA, RESAs attending Conduct an intensive linker training workshop for 16 persons one from each of the 8 RESA staffs and one from a county in each of the 8 RESA districts	Preparations for state visit on 3/10 & 5/16; Love & Orletsky discussed subcontract activities during visit on 5/25 Letter sent to Machesney on 6/13 requesting outline of proposed subcontract activities Informal meetings at Rx Advisory Committee meeting on 5/9-10 Telephone contacts with Doug Machesney or staff re: subcontract activities on 6/15, 17; 8/25, 29, 30; 9/7, 8, 12, 19, 23, 26, 30; 10/18, 24, 25; 11/4, 16, 18 Meeting to plan or follow up subcontract activity with W.Va. SDE staff on 9/7; 10/24, 31; 11/4, 17 Letter to Doneghy on 9/8	Letter from Doneghy on 9/13 Telephone contacts with NIE monitor on 10/14, 17, 18, 21, 31 Subcontract submitted to NIE on 9/23 Participation by Love & Orletsky in W.Va. linker training activities on 10/12-15 at Canaan Valley State Park Final Report of Education Fair & Linker Training Workshop submitted to NIE & RDx on 11/10/77 Intra-Lab meetings with Business Office and Director to process subcontracts	AEL-Rx $2,500 W.Va. SDE $5,580 Total $8,080	Negotiations began on 5/25 and concluded on 11/10 W.Va. SDE would like to sponsor another linker training workshop to be held in Charleston, W.Va.

Table X
Summary of
AEL-Rx Subcontract Activities with Nine
State Departments of Education

State	Type of Activity	Number & Type of Contacts	Costs		Comments
KY	purchased services of graduate research assistant from Ala. State U. from 9/77 to 2/78	Telephone with AEL-Rx = 19 Reports 4 telephone with NIE = 8 meetings = 9 letters - 7	AEL-Rx Ala SDE Total	$2,500 3,410 $5,910	Ala. will provide support for graduate research assistant unitl May, 1978. Subcontract until 2/78
FLA	held 2nd Diffusion Conference on July 26-27 in Tallahassee Florida attended by 50 FLA. educators	Telephone with AEL-Rx - 11 Reports 1 telephone with NIE - 2 Meetings - 24 letter - 2	AEL-Rx FLA SDE Total	$2,500 $2 759 $5,259	FLA. SDE sponsored another diffusion conference in Sept. 1977. Negotiations began on 6/27 and ended on 9/28
KY	held a 2-day workshop on CBE and testing in Frankfort, KY on Nov. 21-22 with 50 LEAs & SEAs attending	Telephone with AEL-Rx - 19 Telephone with NIE - 1 Meetings - 4 Letters - 5 Reports - 1	AEL-Rx KY SDE Total	$2,500 $3,759 $6,259	Negotiations began on 5/5 and ended 10/26
MISS	State Department staff participated in Rx or RDx sponsored activities	Telephone with AEL-Rx 14 Telephone with NIE - 6 Meetings - 7 Letters - 2 Reports - 1	AEL-Rx MISS SDE Total	$2,500 $ 500 $3,000	MISS SDE personnel participated in AEL-Rx linker training workshop, ALA. CBE conference, NIE-ECS minimum competencies workshop
NC	purchased selected R&D materials in identified areas for the 8 regional facilitators & the central office	Telephone with AEL-Rx 14 Telephone with NIE - 5 Telephone with RDx 1 Meetings - 6 Letters - 9 Reports - 1	AEL-Rx NC SDE Total	$2,500 $ 580 $3,080	Subcontract extended until 1/31/78; negotiation began 4/22 and ended 11/2
SC	elected not to participate in subcontract activities due to time constraints	Telephone with AEL-Rx 6 Telephone with NIE - 0 Meetings - 3 Reports - 0	AEL-Rx SC SDE did not participate so funds revert to NIE	$2,500	Letter sent on 8/25 declining participation in subcontract activities
TN	purchased & reproduced selected materials on CBE; held workshop on CBE for LEAs	Telephone with AEL-Rx - 12 Telephone with NIE - 3 meetings - 6 Letters - 7 reports - 1	AEL-Rx TN SDE Total	$2,500 $2,810 $5,310	Negotiations began on 5/4 and ended on 8/29
VA	held 7 regional one-day workshops on minimal competency testing	Telephone with AEL-Rx - 16 Reports - 2 Telephone with NIE - 8 Meetings - 10 Letters - 6	AEL-Rx VA SDE Total	$2,500 $3,455 $5,955	Subcontract extended until 12/78. Negotiations began on 4/20 and ended 10/31
WV	held Ed. Fair for Title IV C projects and a 1½ day linker training workshop for 16 RESA and local county personnel	Telephone with AEL-Rx - 19 Telephone with NIE - 5 Meetings - 11 Letters - 5 Reports - 2	AEL-Rx WV Total	$1,635.41 $5,580.00 $7,215.41	Negotiations began on 5/25 and ended on 11/18

24

Summary: Number & Type of Contacts

In order to negotiate the average subcontract the following was required: 14 telephone contacts between AEL-Rx and the state department of education, 4 telephone contacts with the NIE monitor; 5 meetings formal and informal between the Rx and the SDE, within the lab, between the Rx and NIE; 6 letters between the Rx and SDE and 1 report. There was an average of thirty contacts to negotiate a subcontract. (See Table XI.) It is important to remember that Rx record keeping does not take into account the number of contacts necessary for the state department of education personnel to make within the state department in order to negotiate the subcontract. This is also true for the NIE monitor and other NIE staff who were involved in the negotiations. These figures reflect only those contacts recorded by the Rx in negotiating subcontracts.

Length of Time

The length of time necessary to negotiate a subcontract varied from 12.5 weeks to 31 weeks. The average length of time necessary to negotiate a subcontract was 21.44 weeks or in excess of five months. (See Table XII.) The state visit by George Love and Sandra Orletsky was used as the starting point for negotiations because the possibilities for subcontract activities was discussed as a specific topic during that visit. The ending date used was the submission of the final subcontract report to NIE for Florida and West Virginia or the submission and approval of the subcontract to NIE in the case of the other states. Three states, Alabama, Virginia, and North Carolina, requested an extension of the subcontract past November 30, 1977.

It was necessary for AEL-Rx to request an extension of the prime contract with NIE in order to cover the requests of those three states. Alabama will complete its activities by February 18, 1978, Virginia by

December 31, 1977 and North Carolina by January 31, 1978. In all cases, the extension was approved by NIE Contracts and Grants Management Division. Alabama's request for extension was necessitated by the graduate research assistant's academic schedule being on the quarter systems, thereby, confining her work with the Alabama State Department of Education to two quarters from September 29, 1977 - February 18, 1978. Virginia's request for extension was necessary because of time constraints to hold seven workshops and gather the data and write the final report for NIE. The last two workshops were scheduled to be held on November 29-30th. North Carolina's request for extension came about because of a State Board regulation requiring approval of all funds received by the State Department of Education. The paperwork necessary for submission of the subcontract to the State Board caused a month's delay in getting the subcontract accepted. Without the extension there would have been less than one month for the North Carolina State Department to have conducted its proposed subcontract activities.

Cost Sharing

The subcontracts were conceived as being a method to encourage collaborative efforts between each state department of education and AEL-Rx. The intent was to assist state departments of education to improve their dissemination capabilities in a manner which they chose, subject to approval by NIE. Cost sharing was specified as being part of the subcontract concept.

A total of $22,500 was set aside in the AEL-Rx contract for subcontract activities with state departments of education. There were eight state departments of education who participated in the subcontract activity. The total amount of cost sharing expenditures for subcontract activities from state departments of education slightly exceeded the total amount set

aside by AEL-Rx. State Departments of Education estimated their total cost sharing expenditures to be $22,853.00. The average cost sharing per contract for eight states was $2,856.63. If all nine states are included, the states' average cost sharing state was $2,539.22 which is still slightly more than the $2,500 set aside by AEL-Rx. The range of cost sharing estended from $500.00 for Mississippi to $5,580.00 for West Virginia. For a complete listing see Table XIII.

While it is difficult to generalize about the meaning of approximate cost sharing expenditures, it is possible to cite the "good faith" efforts of state departments in collaborating with the Rx. The subcontract activities undertaken by state departments of education would seem to be meaningful to them or they probably would not have bothered to become and stay involved. Several states, notably Florida and West Virginia have expressed an interest in continuing the subcontract activity concept during the current funding period. Evaluative letters from each state department of education contact person were requested. They are included in Appendix D.

The worthwhileness or value will vary from state department to state department and from individual to individual. There is no way to measure the impact that the types of activities conducted under the subcontract will have. However, there has been increasing visibility for the Rx and the RDx among the states served by AEL-Rx. In our initial discussions about subcontracts with members of the RDx and NIE, there were some who expressed displeasure at the idea because it might be construed as precedent setting and because states might not use the money wisely. As Ed Ellis, Chief of NIE Consumer Division, said in his keynote speech to the West Virginia Education Fair on October 12, "I was against the subcontracts at

first, but I've been convinced I was wrong. This is a good idea." In a period designated as feasibility testing for the RDx, the subcontract method of involving state departments of education in a variety of dissemination related activities designed by them to meet their relevant needs seems to be a viable vehicle for other Rxs to use.

After successfully negotiating eight subcontracts, we believe that we are aware of ways to expedite the process and reduce the amount of paperwork involved if we are called upon to implement additional subcontracts.

State of West Virginia
Department of Education
Charleston
25305

DANIEL B. TAYLOR
STATE SUPERINTENDENT
OF SCHOOLS

November 18, 1977

Dr. George Love, Associate Director
Appalachia Educational Laboratory
Atlas Building
Charleston, WV 25325

Dear Dr. Love:

The responses of the participants of the Linkage Training Workshop of the Title IV Dissemination Conference, October 12-14, 1977, at Canaan Valley State Park Lodge have indicated that the Workshop was well received and generally very successful. In discussions following the Workshop the participants expressed that they had enjoyed the linkage training sessions and considered them beneficial.

On the evaluations the participants rated all phases of the Workshop with an average of 77 percent. The "practical application phase" received a high of 80 percent and the "objectives and needs phase" 72 percent.

Although we have yet to realize the concrete results of the Linkage Training Workshop, phone calls and letters from the participants have shown that a great deal of interest in the concepts of Linkage was generated and the Workshop was considered to have been a valuable learning experience.

I consider this nucleus of trained linkers as an important step in the development of a coordinated dissemination program in West Virginia public education.

Sincerely,

J. Douglas Machesney

J. Douglas Machesney
Assistant State Superintendent
Bureau of Planning, Research and Evaluation

JDM/jn

TENNESSEE
STATE DEPARTMENT OF EDUCATION
OFFICE OF COMMISSIONER
NASHVILLE 37219

MEMORANDUM

TO: Sandra Orletsky, Dissemination Specialist

FROM: Dee Wilder, RCU Director and Member
AEL/RX Advisory Panel

DATE: November 25, 1977

RE: Subcontract Activity Report

Enclosed please find a final summary of the activities conducted in the Tennessee State Department of Education as provided for by the subcontract with AEL. If you need a more detailed summary of activities or expenditures, I hope you will contact me.

In the future, if subcontracts with State Departments of Education are to be negotiated, it would be helpful to have a summary of the types of activities which were successful in other states. Planning meetings involving a team of key State Department of Education staff and AEL personnel on site in the state agency and devoted to contract negotiations would also be helpful. If possible, sub-contracts should be prepared in such a way that they would allow for flexibility and consideration in cases where State Departments of Education are confronted with changing and/or "short notice" demands which may produce needs of a higher priority after a contract has been negotiated.

DW/rw

cc: Jessie Warren
Yvonne T. Smith
Jim Cannon

Enclosure

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
RICHMOND, 23216

December 13, 1977

Ms. Sandy Orletsky
Appalachia Educational Laboratory, Inc.
1031 Quarrier Street
P. O. Box 1348
Charleston, West Virginia 25325

Dear Sandy:

Enclosed are copies of each region's evaluation form and a State summary for our Competancy Based Graduation Requirements workshops. From the comments, I think you will agree that these helped to meet a real need of our local division personnel. Also, it appears that more can or should be done. I also have lists of participants by region if these would be of any value to you.

When you were in Williamsburg, the possibility of the State Board taking some action to establish State level competancies was mentioned. At their last meeting (last week) the subject was discussed at length and the decision was made to make no changes. So at this point it's up to localities and these workshops have assumed an even greater importance. There are no plans at this time for further assistance to be given on a blanket basis. However, higher level review of the comments may stimulate some additional action.

In my opinion, there is no question that the $2,500 was used effectively and beneficially. It seems reasonable that there should be some provision for this type of activity included in the Rx long-range plans. I would advocate this, however, only if the contract paperwork could be eliminated or simplified. There were simply too many questions regarding what could or could not be done with these funds. This was especially true since several parts of the department were involved and had to be consulted. It sometimes takes quite a while to get an "act" together.

I realize this is somewhat brief, but hope it meets your requirements. Hope you are feeling better now and soon will be back into the full swing of things. Best wishes for a pleasant holiday season.

Sincerely,

Roy T. Lewis, Jr.
Supervisor of Special Studies

RTL/wb

TABLE XI

Average Number of Contacts by Type
Necessary to Negotiate a Subcontract
Between AEL-Rx and a State Department of Education*

Telephone contacts with AEL-Rx and SDE	14 average
Telephone contacts with NIE monitor	4 average
Meetings between AEL-Rx and SDE, and NIE	5 average
Letters between AEL-Rx and SDE	6 average
Reports	1 average
Total	30 average

*Figured on transactions with nine State Departments of Education

TABLE XII
Length of Time Necessary to Negotiate
Subcontracts between
AEL-Rx & Nine State Departments of Education

State	Begin	End	No. Weeks	Avg. No. of Weeks to Negotiate Subcontract
ALA	4/26	9/29	25	21.44
FLA	6/27	9/28	14	
KY	5/5	10/26	25.5	
MISS	5/18	8/11	12.5	
NC	4/22	11/2	27.5	
SC	4/27	8/25	12.5	
TN	5/4	8/29	17	
VA	4/20	10/31	28	
WV	5/25	11/18	31	
		Total No. Weeks	193	

Table XIII
State Department of Education
Cost Sharing Expenditures
for Subcontracts with AEL-Rx*

State	Amount	Avg. Cost Sharing for nine SDE	Avg. Cost Sharing for eight SDE
ALA	$3,410.00	$2,539.22	$2,856.63
FLA	2,759.00		
KY	3,759.00		
MISS	500.00		
NC	580.00		
SC	.00		
TN	2,810.00		
VA	3,455.00		
WV	5,580.00		
Total	$22,853.00		

*AEL-Rx set aside a total of $22,500 for subcontract activity with state departments of education

+figures are approximate

WORKSHOP ACTIVITIES

AEL-Rx has conducted workshops as a method to encourage collaboration among states to meet identified needs throughout the RDx feasibility testing period of March, 1977 - November, 1977. The table illustrates a summary of the twenty-four AEL-Rx workshop and conference activities. There were a total of seventeen workshops which were collaboratively sponsored by the AEL-Rx and various state departments of education or NIE. Of that seventeen, eleven were the result of subcontract activities with state departments of education. Additionally, Rx staff attended six workshops or conferences aimed at Rx staff development in the Areas of dissemination. All workshop efforts were collaborative, cooperative efforts between state departments of education and the Rx, a RDx contractor and the Rx or the RDx and an educational research center. Thirteen workshops focused on competency based education which was a priority area by the RDx during the initial planning phase. Four workshops focused on linkage training. The workshops are described according to content area in the next sections.

Linkage Training

One of the four workshops focusing on linkage was concerned with the Florida linkage model. AEL-Rx staff collaboratively planned and conducted with Northwest Linker Training Service (NWLTS), Center for Education Policy and Management (CEPM), and the West Virginia State Department of Education three linkage skill development workshops for state department of education personnel, Regional Education Service Agency (RESA) directors, and county personnel. The AEL-Rx - NWLTS workshop in Atlanta was actually two linkage

training workshops run simultaneously. One group of state department of education personnel focused on developing a model for a coordinated dissemination system while the other group received specific skill development training based upon an assessment of skill needs. These workshops were co-directed by Bill Ward and George Love. The RESA Directors' workshop, collaboratively planned and executed by AEL and CEPM, focused on the development of linker training workshop packages to be used in future linker training efforts. Barbara Cole and George Love were co-directors.

The West Virginia subcontract provided an opportunity for AEL-Rx staff to conduct a workshop to train sixteen persons in problem identification and linkage skills through a variety of role play, case studies and other activities designed by AEL-Rx staff. The workshop was directed by George Love.

Competency Based Education and Minimum Graduation Requirements

The topic for the regionwide conference, competency based education graduation requirements, was identified as a priority area by Chief State School Officers during the state visits and supported by the Rx Advisory Committee. The conference, held June 8-9, 1977, had as its objectives to 1) define competency based graduation requirements and, minimal competencies for graduation and 2) create an awareness of trends in competency based graduation requirements, existing and pending legislation regarding competency based graduation requirements, feasibility of competency based graduation requirements and linkage training.

Invited participants were the AEL-Rx Advisory Committee members and two additional persons from their states who would have some involvement in competency based graduation requirements. A total of thirty persons plus four Rx staff participated in the conference. All of the states

participated except South Carolina who could not participate due to the end of the year budget and proposal writing demands.

The conference was a collaborative effort within the RDx with the R & D Interpretation Service (RDIS), Resource and Referral Service (RRS), and Linkage Training Service (LTS) providing information or participating in the June regionwide conference.

As a result of the regionwide conference, three spin off workshops on competency based education were conducted during the RDx feasibility testing period.

The first spin off workshop on competency based education was co-hosted by the Kentucky and Tennessee State Departments of Education in July with fifty-three state department of education persons and AEL-Rx staff attending. The topic had been identified as one of importance by the Chief State School Officers in Kentucky and Tennessee during the Rx staff visits. The workshop outcomes were to 1) create an awareness of the current status of competency based education in Kentucky and Tennessee, the advantages and disadvantages of competency based education, the RDx and Rx, selected competency based curricula and 2) improve the participant's skill in writing competencies. This workshop was a collaborative effort within the RDx and within the Rx states. Materials on competency based education used in the regionwide conference in Atlanta were used in addition to materials supplied by RDIS and RRS. The respective state department of education personnel in Kentucky and Tennessee decided that this workshop would not require the services of LTS. The evaluation was developed by AEL-Rx. A final report was disseminated to NIE and RDx contractors and participants.

The second spin off workshop on competency high school graduation requirements was held in Guntersville, Alabama in October in conjunction with the Committee of One Hundred on Project Q.S.D. (Qualifications for a

Secondary Diploma). The topic was selected by Dr. Wayne Teague, State Superintendent, Dick Causey and John Hayman, Alabama State Department of Education. Twenty persons from the steering committee of Project Q.S.D. attended the workshop. The committee of One Hundred was created by Dr. Teague as a vehicle for input into expected legislation as well as a vehicle to prepare for competency based education in Alabama.

This workshop was a collaborative effort between the Alabama State Department of Education, Alabama Information and Development System (AIDS) and AEL-Rx. Planning meetings began in June, 1977. Information Resources were developed by other RDx contractors and labs, such as RRS, NWREL, ECS, etc. The Florida State Department of Education provided three consultants to the workshop to share the Florida story on competency based graduation requirements. A formative and summative evaluation was developed by AIDS, and AEL-Rx. A final report was disseminated to NIE, RDx contractors and Alabama State Department of Education personnel.

The third spin off workshop on competency based education focused on the identification of minimal competencies in communications and computation and the development of three survey instruments for the Lincoln County Schools, in Lincolnton, North Carolina. The topic was identified by the North Carolina State Department of Education and the LEA in conjunction with a planning grant from the North Carolina State Department of Education, ESEA Title IV C.

The planning began in September, and the workshop was held on November 7-8th, 1977. This was a collaborative effort with SEDL-Rx in the identification of resources for the LEA and with the North Carolina State Department of Education. A formal evaluation was developed by AEL-Rx. The final workshop report was disseminated to NIE, RDx contractors, the North Carolina State Department of Education and the LEA administrators.

Subcontract Workshop Activity

Five state departments of education chose to use workshops as the medium for their subcontract activity. Three states, Virginia, Kentucky, and Tennessee, held workshops which focused on competency based education. Florida held a workshop on the roles and needs of educational dissemination, and West Virginia held a joint workshop and Educational Fair on Title IV C programs and linker training.

Ancillary Workshops

The AEL-Rx staff participated in six additional workshops or conferences. Five were RDx or NIE sponsored and one was state department of education sponsored. These workshops served as a way for AEL-Rx staff to gather new information on dissemination concerns including competency based education. The one state department of education sponsored conference in North Carolina provided an opportunity for gathering new information on dissemination concerns as well as presenting information on the RDx and Rx to a diverse group of educators. It would appear that these ancillary workshops were very beneficial in disseminating information about AEL-Rx and RDx operations.

General Comments

If Rxs are planning workshops several rules of thumb are suggested:

(1) Collaboration with other agencies, such as state departments of education and/or RDx contractors is essential.

(2) Visibility of RDx and Rx should be maintained and expanded when possible.

(3) Use of state visits and other needs sensing mechanisms are helpful in determining priorities and aiding collaboration.

(4) Consulting with the financial officer or representative is necessary in planning for a collaborative effort. This procedure can reduce problems concerning payments and billings.

Summary of AEL-Rx Workshop Conference Activities
March 1977 - November 1977

Subject	Date/Place	Persons Attending	Sponsor	Deliverables	Comments
Regionwide workshop on minimum graduation requirements	June 8-9 Atlanta GA	4 SDE representatives from 8 states	AEL-Rx NWLTS	Report	Disseminated to RDx contractors participants, NIE
Spin off workshop on competency based education	July 18-19 Paris Landing State Park, KY	50 SDE	KY SDE TN SDE AEL-Rx	Report	Disseminated to RDx contractors participants, NIE
Spin off workshop on minimum graduation requirements	Aug. 17-18 Guntersville State Park, ALA	24 lay & personnel members of the Qualifications for a Secondary Diploma committee	ALA SDE AIDS AEL-Rx	Report	Disseminated to RDx contractors, participants, NIE
Spin off workshop on competency based education and needs sensing instrument development	Nov 7-8 Lincolnton, NC	20 LEAs	AEL-Rx NC SDE Lincoln Co Schools	Report	Disseminated to RDx contractors, participants, NIE
Linker training workshop	Sept 19-22 Atlanta, GA	9 SDE	NWLTS AEL-Rx	Report	Disseminated to RDx contractors, participants, NIE
Linker training workshop for RESA Directors	July 24-29 Charleston, WV	6 RESA Directors	CEPM, Oregon AEL-Rx	Report	
Florida Educational Diffusion Conference	July 26-27 Tallahassee, FLA	50 SDE, LEA, University Technical Education Centers	FLA SDE subcontract	Report	Disseminated to RDx contractors, participants, NIE Follow up workshop held 9/19/77
West Virginia Educational Fair and Linker Training Workshop	Oct 12-14, Canaan Valley State Park	250 persons - Ed. Fair 16 linker trainees	WV SDE subcontract	Report	Disseminated to RDx contractors, participants, NIE Workshop conducted by Rx staff
Virginia minimum competency workshop	Nov 2, Williamsburg, VA	50 LEAs	VA SDE subcontract	Report	Disseminated to RDx contractors, participants, NIE one of 7 regional workshops
Kentucky competency based education and testing workshop	Nov 21-22, Frankfort, KY	50 SDE	KY SDE subcontract	Report	Disseminated to RDx contractors, participants, NIE one of 7 regional workshops
Tennessee competency based education workshop	Nov 12, Nashville, TN	40 LEAs	TN SDE subcontract	Report	Disseminated to RDx contractors participants, NIE one of 7 regional workshops
Regional Exchange Workshop	May 11-13 St. Louis, Mo.	3 Rx staff	CEMREL	Report	Resource papers
Dissemination Forum	June 19-24 Arlington, VA	2 Rx staff	NIE -OE	Report	Resource papers and reports
Writers Workshop	Oct. 3-4 St. Louis, MO.	1 Rx staff	CeDaR CEMREL	Report	Resource papers
Information Resources Workshop	Oct. 4-6	3 Rx staff	RRS - CEMREL	Report	Resource Book
North Carolina Awareness Conference	Oct. 19-20 Raleigh, NC	500+ 1 Rx staff	NC SDE	Report	AEL-Rx was an invited presenter
Competency Based Education Workshop	Oct 27-29 Atlanta, GA	200+ 1 Rx staff	NIE & Ed. Commission of the States	Report	Disseminated to RDx contractors, participants, NIE one of 7 regional workshops

EVALUATION SUMMARY

APPALACHIA EDUCATIONAL LABORATORY - Rx

REGIONWIDE CONFERENCE

Atlanta, Georgia
June 8-9, 1977

Evaluation

1. Was this conference of help to you in understanding the issues relating to competency based graduation requirements?

21 Yes 0 No

If no, what additional information would you want?

2. Did you have sufficient time to explore the issues?

18 Yes 2 No

If no, how would you have structured the conference?

3. Was the format of the conference (small/large group discussions) useful in increasing your knowledge of information about competency based graduation requirements?

20 Yes 0 No

If no, what would you suggest?

(a) "Built in mechanism for explicit examples."
(b) "But I would like to have more feedback from other states which have or are implementing."

4. Was the information provided on the topics of current state legislation and current graduation requirements (Carnegie Units) useful?

State Legislation

21 Yes 0 No

(a) "Possibly not since most states present belong to SACS and are, therefore, somewhat similar."
(b) "A detailed breakdown."
(c) "In our (Va.) situation, I don't know what relevancy other states graduation requirements would have."
(d) "I don't believe it was necessary. We should have had reports on what the states are doing in CBE beyond this."

(e) "The information was useful if one did not already have it. However, several of the states already had that which was supplied. Inform states that they would be asked to supply such information. Some of the participants lacked necessary information."
(f) "I do not feel that enough time was provided for this particular area. There was very brief discussion of these requirements from states that had enacted legislation concerning this topic. I would have liked for the conference members to have spent more time on the basics of what they felt would work and would not work for senior graduation concerning minimal competencies."

Current graduation requirements

15 Yes 3 No

If no, what could you suggest?

(a) "I was disappointed that there was nothing related to Alabama. Perhaps that was in itself self-explanatory."

5. Did the linker training session held on June 9th provide you with useful information or experiences?

11 Yes 6 No

Comments:

(a) "But it really was too much in too little time."
(b) "It was assumed that everyone understood what a linker is."
(c) "But this is still confusing to me."
(d) "Too much, too soon. Insufficient time to read, digest material in handouts."
(e) "It appears very similar to processes we use in our system."
(f) "George summed this part up when he told the joke - needs help. I feel that Bill should have asked specific questions to get the feeling of the group. It would appear that no one person knew what he was asking for. The name changes regularly - contact person, etc."
(g) "I felt that it would have been more useful to me if our instructor had explained the four papers we discussed in our group."
(h) "The format was unique."
(i) "Some of the participants may have been in need of more background information as introduction to session."

6. Were the anticipated outcomes of the conference achieved?

17 Yes 2 No

If no, please state the reason why they were not achieved.

(a) "Closure absent."
(b) "Very much so."
(c) "All domains are not being addressed through testing nor are all groups being significantly considered, i.e. special ed."

7. Did you have an opportunity to discuss issues with other persons from your state?

19 Yes 0 No

8. Did you get sufficient overview of the Research and Development Exchange and the Regional Exchange so that you can effectively utilize our services?

16 Yes 4 No

(a) "Very good."
(b) "I am still not clear how classroom teachers can utilize services."

9. Any additional comments, remarks or suggestions?

(a) "Eight hours of brainstorming without long delays (breaks) may be too much. Otherwise, I consider the meeting to be among the most stimulating I have attended."
(b) "Good conference - Well organized - Informational."
(c) "I enjoyed participating in the conference. I think it was very relevant to issues we are currently facing at home."
(d) "Good conference but leave more time before dinner next time."
(e) "Good Workshop"
(f) "The night session was less productive than the others since participants were over-tired."
(g) "Many good issues were discussed concerning the problem that shall very soon be in every state - minimal competencies for graduating seniors. It is always rewarding to know that no state has the market on all problems or answers. I personally enjoyed the conference. Many contacts were made of people that are several years ahead of us and the problems that they have encountered may prevent us from making certain mistakes. This conference is itself a linkage for many of the states. The conference was well organized."
(h) "I enjoyed the conference and learned a great deal about the trends toward competency based graduation requirements. I still hold firm on my belief that mandated competencies are unfounded. I believe as professionals that we should establish student standards but that hard and fast minimum standards should be avoided when at all possible. I would enjoy attending follow-up conferences on this topic and other related topics."
(i) "This was a most worthwhile conference for me. It allowed time to explore specifics with a small group of people involved in the same issues. The work sessions helped prepare me to possibly do some of the same things in my own state. I strongly feel a need for a follow-up session with the same group of people, as soon as possible. We should do additional work on identifying competencies more specifically and then begin to develop performance indicators--how we know when a student has become competent. Could we possibly have names and addresses of participants?"

Name _____

EVALUATION SUMMARY

APPALACHIA EDUCATIONAL LABORATORY - Rx

COMPETENCY BASED EDUCATION
PARIS LANDING STATE RESORT PARK
BUCHANAN, TENNESSEE
July 18-19, 1977

Evaluation

To help us understand your background and interest in competency based education, will you please supply the requested information.

1. Check all the appropriate categories below that are applicable to you.

Elementary Teacher	3
Secondary Teacher	3
Supervisory, LEA or SEA	15
Number of persons you supervise	7, 15, 7000, 5-14 districts
Other (specify):	
State Department of Education	5
Area Dissemination Coordinator	2
Specialist	3

2. What is the name of your organization? Kentucky SEA or Tennessee SEA.

3. What is the title of your position? Educational Specialists in content areas; Area Dissemination Coordinator; Counselor; Chief of Curriculum Services; Directors of Secondary Education, Middle Grades Program Services; Test Unit; Safety and Secondary Vocational Education; Chief of Curriculum Service of Handicapped.

4. How would you rate your present knowledge level about competency based education?

Comprehensive 0 Average 22 Minimal 7

5. What did you expect to gain from this conference? Were these expectations met?

Yes 15 Limited Extent 2 No 1

Pros and cons of competency based education;
Process and skills of competency based education;
Practice in writing sample competency statements;
Information about AEL-Rx and guidelines;
Identification of Resources (products and people);
Understand responsibilities in relation to local school systems;
Identification of ways to assist LEAs in writing competency based;
education programs

6. Was the workshop a help to you in understanding the current status of competency based education in Kentucky and Tennessee?

Yes 30 No 1

7. Was the workshop a help to you in understanding the advantages and disadvantages of competency based education?

Yes 24 No 6

8. Do you feel that the sessions on writing competencies help you improve your skills in that area?

Yes 21 No 8

If no, what additional information would you want.

Inadequate Time 1 Individual Activity 1

9. Were the anticipated outcomes of the workshop achieved?

Yes 25 No 4

If no, please state the reason why they were not achieved.

Inadequate Time 2 Attitudes not dealt with in open manner 1

10. Did you get a sufficient overview of the Research and Development Exchange, the Regional Exchange and the Resource Center so that you can effectively utilize our services?

RDx 22 Yes No 2 Not Present 1

Rx 19 Yes No 3

Resource Center 24 Yes No 2

11. Any additional comments or suggestions? The following comments were provided by the participants.

"Excellent workshop."
"Very good conference - excellent consultants."
"Excellent workshop."
"The site for this meeting was beautiful and relaxing. I enjoyed the exchange of ideas from both states."
"The overall atmosphere was conducive to a good exchange of ideas, attitudes, and information. Good fellowship was notable."

"Dr. Danley's presentation on role of instructional leader was extremely helpful."
"This conference was well organized and provided valuable resources to participants."
"Dr. Danley and Barbara Burch were very competent and their presentations excellent. "Dr. Love as the AEL Director did a superb job."
"Would like to make a visit to the center."
"Recycle: same workshop again."
"This form needs revision so that the responses are number rated. A 'yes or no' response is too inflexible."
"If future workshops are conducted on competency based education, I suggest they be designed in a competency based mode with well designed competencies and objectives of the workshop predetermined. Consultants for the workshop should have experience in designing and implementating a competency based education program at the state level. There should be constant feed-in and evaluation throughout the workshop."

APPALACHIA EDUCATIONAL LABORATORY - Rx
AND
LINCOLN COUNTY SCHOOLS, LINCOLNTON, NORTH CAROLINA

Workshop on Minimum High School Graduation Requirements

Evaluation

The evaluation form was completed by all 18 participants. A five point scale was used for five questions dealing with workshop and personal objectives, resources, and future planning with minimum competencies. Thirteen participants strongly agreed with the statement that the objectives were clearly stated. Twelve strongly agreed that the workshop achieved its objectives. In responding to the question about the opportunity to review a variety of materials on minimum graduation requirements, eight persons agreed, and one was undecided. Eight persons strongly agreed that the workshop met their own objectives while one was undecided. In responding to the question about the workshop enabling a committee or department to be better able to set minimum competencies for graduation, ten persons strongly agreed, and one was undecided.

The free response section included two questions which focused on "Things I liked best and Things I liked least about the workshop." The comments are as follows:

"Organized well and information was helpful and clear."
"Informality - information and assistance. Feeling of accomplishment."
"The relaxed atmosphere of the workshop."
"Ability to freely voice my opinion."
"I liked the hearing of ideas from different people in our school system, as well as looking at ideas from other sections of the county."
"Small groups - working, then the entire group assessing what was done."
"Informal - free to respond."
"Everyone was willing to listen - all participated."
"Accomplishments were met in the scheduled time."
"Group interaction."
"Interesting workshop - group interaction - new ideas."
"Informal atmosphere. Agreement on differences could be reached. Became better acquainted with administration and staff from other schools."

"Good all round workshop. The openness with which you could express your opinion."
"Everyone seemed free to express themselves - Long."

Comments and Recommendations for Further Planning

The Lincoln County Schools administration will be collecting survey data from November 11, 1977 through November 18, 1977. Follow-up procedures are slated to begin on November 21, 1977 and continue until the end of November. Two staff persons, Dr. Lester Propst and Katherine Abernathy will attend the Charlottesville, Virginia Regional workshop on minimum graduation requirements to be held on November 14, 1977. Arrangements for the visit were made by Sandra Orletsky with Tom Lewis, Virginia State Department of Education contact person.

The Lincoln County school administration plans to request some assistance from the regional evaluator and regional facilitator with the analysis of data and writing up the results.

LINCOLN COUNTY SCHOOLS
OCTOBER 27, 1977

TO: Selected Personnel

FROM: Howard M. Kiser, Supervisor

SUBJECT: Planning/Steering Committee for Planning Grant
ESA Title IV, Part C

Lincoln County Schools has received a planning grant to identify the communication and computational skills needed by our high school graduates.

A Planning/Steering Committee has been appointed to coordinate the planning and implementation of the grant. You have been selected as one of the participants.

This first orientation session of this committee will be held at the Central Office Wednesday, November 2, 3:15 - 4:00 p.m.

A two-day workshop will be conducted by Appalachia Educational Laboratory, Charleston, West Virginia to train the committee on the procedures to conduct this research project. This workshop will be held at the Central Office on Monday and Tuesday, November 7 and 8, 9:00 a.m. - 3:30 p.m.

Substitute teachers will be provided from funds of the grant.

Three units of renewal credit will be given to participants.

SUMMARY OF RESPONSES

APPALACHIA EDUCATIONAL LABORATORY - Rx
And
Lincoln County Schools, Lincolnton, North Carolina

WORKSHOP FOR DEVELOPING NEEDS SENSING INSTRUMENTS November 8, 1977

This workshop is being held to assist you with information about what other school divisions are doing to implement competency-based graduation requirements and to assist you in the development of needs sensing instruments for surveying specified populations.

DIRECTIONS: Respond to each statement. Use the scale:

SD = Strongly disagree D = Disagree
U = Undecided A = Agree SA = Strongly agree

Please circle the response which best represents your feelings.

		SD	D	U	A	SA
I.	1. Were the objectives of this workshop clearly stated?	1	1.5	2	2.5	13
	2. Did this workshop achieve its stated objectives?				6	12
	3. Did this workshop provide an opportunity to review a variety of materials on minimum graduation requirements?			1	9	8
	4. Did this workshop meet your <u>own</u> objectives for attending?			1	9	8
	5. As a result of this workshop, will your committee or department be better able to <u>set</u> minimum competencies for graduation?			1	7	10

COMMENTS:

II. FREE RESPONSE

1. Things I liked best about the workshop were:

2. Things I liked least about the workshop were:

CONFERENCE ON
MINIMAL COMPETENCY GRADUATION REQUIREMENTS

Guntersville, Alabama
October 17 and 18, 1977

Evaluation Results

A conference on Minimal Competency Graduation Requirements was held in Guntersville, Alabama on Monday and Tuesday, October 17 and 18, 1977. It was jointly sponsored by the Alabama State Department of Education and the Regional Exchange of the Appalachia Regional Laboratory, and participants included the Steering Committee of the Committee of One Hundred, which had been appointed by State Superintendent of Education, Wayne Teague, to study needs in the minimal competency area in Alabama.

Three instruments were used to evaluate the conference. A preassessment was designed to determine the extent to which participants felt they understood the purposes of the conference, their expectations of it, and their own individual responsibilities on the Committee on One Hundred. It was also intended to produce a rough indication of awareness level relative to the Appalachia Educational Laboratory and the Alabama Information and Development System. Results of the preassessment are shown on Table 1 on the following page.

The second instrument was intended to produce feedback to conference managers at the end of the first day. Its results are given in Table 2.

Third, a final evaluation instrument was given at the conclusion of the conference. In general, it covered the same content as the preassessment, plus several items intended to determine participants' perceptions of how well the conference was planned and conducted. Results of the final evaluation are presented in Table 3.

Table 1

Preassessment Results

SA = Strongly Agree; A = Agree; U = Undecided;
D = Disagree; SD = Strongly Disagree; T = Total

	Question	SA	A	U	SD	D	T
1.	I understand the purposes of this conference.	38%	50%	12%	0%	0%	100%
2.	I understand the purposes of Project QSD (Qualifications for Secondary Diploma).	44	50	6	0	0	100
3.	I understand my responsibilities as a member of the Committee of 100.	19	31	50	0	0	100
4.	I am adequately informed about issues and requirements related to minimal competency graduation requirements.	12	19	50	19	0	100
5.	Minimal competency graduation requirements relates to the back-to-the-basics movement.	31	50	13	0	6	100
6.	Minimal competency graduation requirements involves only the last year of senior high school.	0	0	0	6	94	100
7.	If minimal competency graduation requirements are established, some type of standardized testing will be required to determine if the requirements have been met.	38	50	0	6	6	100
8.	I am aware of the types of services the Appalachia Educational Laboratory provides education in Alabama.	6	38	44	12	0	100
9.	I am aware of the purposes of the Alabama Information and Development System (AIDS).	25	44	19	6	6	100
10.	I expect this conference to contribute significantly to the successful operation of Project QSD.	44	56	0	0	0	100
11.	I expect this conference to assist me in meeting my responsibilities relative to Project QSD.	50	44	6	0	0	100

N = 16

Table 2

First Day Evaluation Results

Question	SA	A	U	SD	D	T
1. I understand fully the purpose of this conference.	33%	67%	0%	0%	0%	100%
2. I understand the goals of Project QSD (Qualifications for Secondary Diploma).	20	80	0	0	0	100
3. I understand my role in Project QSD	20	47	33	0	0	100
4. I have found these sections of today's agenda helpful in terms of understanding and meeting my responsibility related to Project QSD.						
a. Introduction and Overview	27	60	13	0	0	100
b. Presentation of Florida Experience	80	20	0	0	0	100
c. Group work on objectives for this year	27	67	0	0	6	100
d. Force Field Analysis	7	73	13	0	7	100
5. This conference is meeting its objectives.	33	67	0	0	0	100
6. I have questions in the following areas which need answering:						
. Competencies other than the three basic skills						
. Definitions of basic terms						
. Specific responsibilities for determining competencies						
. Overall time requirements as a committee member						
. Early-out possibilities						
. Exact responsibilities of Committee of 100 members						
7. Suggested changes in day two agenda:						
. Rotate members in groups						
. Start later than planned						
. Plan for three years instead of five						
. Do not use small group meetings						

N = 15

Table 3

Final Evaluation Results

Question	SA	A	U	SD	D	T
1. This conference was of assistance to me in understanding the issues related to competency based high school graduation requirements.	40%	60%	0%	0%	0%	100%
2. There was sufficient time to explore the issues during the conference.	13	60	7	20	0	100
3. The format used (small and large group discussions) was useful in increasing my knowledge about competency based graduation requirements.	20	60	13	0	7	100
4. I believe the conference could have met its objectives more successfully by using a straight lecture-type format.	6	0	47	47	0	100
5. The information on competency based graduation requirements which was sent to me prior to the conference was helpful to me in preparing for the conference.	47	33	20	0	0	100
6. The packet I received prior to the conference contained too much information.	0	0	6	47	47	100
7. The packet I received prior to the conference contained too little information	0	27	20	40	13	100
8. The information I received prior to the conference was relevant.	53	40	7	0	0	100
9. The intended outcomes of the conference were achieved.	20	67	13	0	0	100
10. I had adequate opportunity to discuss issues on competency based graduation requirements informally with other conference participants.	27	53	7	13	0	100
11. The conference in general was worthwhile.	60	40	0	0	0	100
12. The conference has been helpful to me in terms of understanding and meeting my responsibility related to Project QSD.	33	67	0	0	0	100
13. The conference was well-planned.	60	40	0	0	0	100
14. The conference was conducted effectively.	60	40	0	0	0	100
15. I received a sufficient overview of the Research and Development Exchange and the Regional Exchange at Appalachia Regional Laboratory so that I understand the services provided.	13	60	20	7	0	100

16.	I understand the purposes of the Alabama Information and Development System (AIDS).	7	86	7	0	0	100
17.	I understand the operational procedures of the Alabama Information and Development System (AIDS).	7	53	27	13	0	100
18.	Additional preliminary work is needed before the Committee of 100 (which works with Project QSD) can satisfactorily perform its assigned tasks, as follows: . Policies need to be written . More precise descriptions of committee activities . Specific Information on competency based requirements is needed . More opportunity for communication among subcommittees and with total committee . Total Committee of 100 needs material similar to that received by conference group and briefing . Decisions on timing and legislation desired on "Goals of Competency" . Policy statements which provide overall directions to subcommittees	40	34	13	13	0	100
19.	More background information is needed before the Committee of 100 can satisfactorily perform its assigned tasks, as follows: . Competency plans of other states . Send out more relevant literature . Material on the basics of the competency ideal, which shows the impact of the ideal on the total program -- on everybody . Standards and Testing . Greater production of materials for dissemination . The Committee of 100 should be informed of Steering Committee activities and of the activities of other states . Materials received by the Steering Committee should be sent to the total Committee of 100	20	47	13	20	0	100

N = 15

Summary of Results

In general, the conference received high marks in terms of its planning and conduct. All participants indicated that it was worthwhile in general and that it was helpful in understanding issues related to competency based high school graduation requirements. Most participants liked the format used and felt that the conference was well-planned and conducted effectively. There was also general agreement that the packet of information sent prior to the conference was helpful, though several persons indicated that the amount of information provided in the packet was too limited.

Some specific outcomes were:

- There is clearly a need for more information on competency based graduation requirements -- on terminology, for example, on the basic issues involved, and on the experiences of other states.
- A number of participants indicated uncertainty about their exact role and responsibilities as a member of the Committee of One Hundred.
- About three quarters (74%) indicated that more preliminary work is needed before the Committee of One Hundred can satisfactorily perform its assigned tasks.
- The most popular activity of day one by far was the presentation by the Florida representatives.
- Those indicating an understanding AEL and AIDS services increased, respectively, from 44 percent to 73 percent, and from 69 percent to 93 percent.

VIRGINIA DEPARTMENT OF EDUCATION

REGIONS 1-7

MINIMAL COMPETENCY TESTING WORKSHOP

October - November, 1977

WORKSHOP FOR IMPLEMENTING MINIMUM COMPETENCIES FOR GRADUATION

This workshop is being held to provide you with information about what other school divisions are doing to implement competency-based graduation requirements.

At the end of the workshop, please complete this checklist and return it to Mr. Numa P. Bradner.

Region I Date October 31, 1977

			MAYBE	NA
1. Were the objectives of this workshop clearly stated?	Yes 41	No 1	0	0
2. Did this workshop achieve its stated objectives?	Yes 41	No 1	0	0
3. Was the workshop leader clear in communicating ideas?	Yes 41	No 0	0	0
4. Did this workshop meet your own objectives for attending?	Yes 40	No 2	0	0
5. As a result of this workshop, will your division be better able to set minimum competencies for graduation?	Yes 35	No 3	1	3
6. As a result of this workshop, will your division be better able to implement minimum competencies for graduation?	Yes 32	No 4	2	4
7. As a result of this workshop, will your division be better able to test minimum competencies for graduation?	Yes 25	No 11	2	4

COMMENTS:

Setting minimums done locally only.

(9) Best conference. Quite clear about whole idea.

Need resource people for teachers, especially High School teachers.

State Test be developed.

(4) Need more assistance and information on implementation and testing.

Helpful in setting standards for graduation.

Many questions remain unanswered.

(3) State responsibility to set minimums.

(2) More emphasis on special student (special education).

WORKSHOP FOR IMPLEMENTING MINIMUM COMPETENCIES FOR GRADUATION

This workshop is being held to provide you with information about what other school divisions are doing to implement competency-based graduation requirements.

At the end of the workshop, please complete this checklist and return it to Mr. Numa P. Bradner.

Region II Date 11/2/77

1.	Were the objectives of this workshop clearly stated?	Yes 28	No 0	Maybe 0	NA 0
2.	Did this workshop achieve its stated objectives?	Yes 26	No 1	0	1
3.	Was the workshop leader clear in communicating ideas?	Yes 21	No 1	2	3
4.	Did this workshop meet your <u>own</u> objectives for attending?	Yes 19	No 9	0	1
5.	As a result of this workshop, will your division be better able to <u>set</u> minimum competencies for graduation?	Yes 19	No 8	1	1
6.	As a result of this workshop, will your division be better able to <u>implement</u> minimum competencies for graduation?	Yes 17	No 10	1	1
7.	As a result of this workshop, will your division be better able to <u>test</u> minimum competencies for graduation?	Yes 11	No 16	1	1

COMMENTS:

Well planned, comprehensive informative workshop; timely

(2) Lovern, Miller, Swiggert were excellent leaders

Have a much more positive attitude toward the process

Testing is only assessment method covered. What about interview and questioning, role playing and practical application?

What's being done at 7th and 8th grade levels in the areas of Basic skills and/or minimum competancies?

CONTINUED ON BACK

"Speaking for a small, semi-rural school district, I can say that we lack the expertise to develop a problem-free test and program. We can, however, put together a program and a test that may well be the saw that cuts the limb out onto which we are going."

"Just like integration with each division having it's own test which may be challenged in the courts."

"1. Why not require that all local divisions submit their competency and functional literacy plans to the State Board for approval? Approval then places the legal question re: the entire program with the state agencies vs.. many, many localities.
2. Please - let's use <u>one</u> <u>definition</u> state-wide for:
   a. minimal competencies
   b. functional literacy
   c. basic skills
   d. the meaning of the Carnegie Unit in competency terms rather then clock hours!

Let State wide Basic skills = D
Let locality define = C, B, A

Carnegie <u>time</u> requirement - is meaningless in terms of individualization, humanization, learning-style theory, etc.

WORKSHOP FOR IMPLEMENTING MINIMUM COMPETENCIES FOR GRADUATION

This workshop is being held to provide you with information about what other school divisions are doing to implement competency-based graduation requirements.

At the end of the workshop, please complete this checklist and return it to Mr. Numa P. Bradner.

Region III Date 11/10/77

				Maybe	NA
1.	Were the objectives of this workshop clearly stated?	Yes 21	No 0	0	0
2.	Did this workshop achieve its stated objectives?	Yes 21	No 0	0	0
3.	Was the workshop leader clear in communicating ideas?	Yes 21	No 0	0	0
4.	Did this workshop meet your own objectives for attending?	Yes 21	No 0	0	0
5.	As a result of this workshop, will your division be better able to set minimum competencies for graduation?	Yes 17	No 0	2	2
6.	As a result of this workshop, will your division be better able to implement minimum competencies for graduation?	Yes 15	No 1	2	3
7.	As a result of this workshop, will your division be better able to test minimum competencies for graduation?	Yes 15	No 2	2	2

COMMENTS:

Need more time for discussion and interaction of group.

(4) Workshop was helpful

Overview too brief. Hope more complete explanation will be presented at later date.

(2) Dr. Cook was outstanding in both her presentations

Clear and good presentation. Need clear direction from State

Well organized. Good presenters.

We received some "meat" today instead of theory

Questions and answers should follow each presentation.

Assessment and validation should precede workshops.

Updated us on present status of CBGR and informed us of issues involved.

WORKSHOP FOR IMPLEMENTING MINIMUM COMPETENCIES FOR GRADUATION

This workshop is being held to provide you with information about what other school divisions are doing to implement competency-based graduation requirements.

At the end of the workshop, please complete this checklist and return it to Mr. Numa P. Bradner.

Region IV Date November 11, 1977

			Maybe	NA
1. Were the objectives of this workshop clearly stated?	Yes 29	No 3	0	3
2. Did this workshop achieve its stated objectives?	Yes 29	No 2	0	4
3. Was the workshop leader clear in communicating ideas?	Yes 33	No 0	1	0
4. Did this workshop meet your <u>own</u> objectives for attending?	Yes 29	No 5	2	0
5. As a result of this workshop, will your division be better able to <u>set</u> minimum competencies for graduation?	Yes 19	No 6	6	4
6. As a result of this workshop, will your division be better able to <u>implement</u> minimum competencies for graduation?	Yes 25	No 5	3	2
7. As a result of this workshop, will your division be better able to <u>test</u> minimum competencies for graduation?	Yes 19	No 11	3	2

COMMENTS:

Very well done- most informative

Interesting.

We need an instrument to test our local status

Representatives of higher learning should be at these meetings.

Very helpful

Presentation of 3 approaches was good

WORKSHOP FOR IMPLEMENTING MINIMUM COMPETENCIES FOR GRADUATION

This workshop is being held to provide you with information about what other school divisions are doing to implement competency-based graduation requirements.

At the end of the workshop, please complete this checklist and return it to Mr. Numa P. Bradner.

Region V Date 11/14/77

1. Were the objectives of this workshop clearly stated?	Yes 59	No 0	Maybe 0	NA 0
2. Did this workshop achieve its stated objectives?	Yes 57	No 1	1	0
3. Was the workshop leader clear in communicating ideas?	Yes 53	No 2		
4. Did this workshop meet your own objectives for attending?	Yes 45	No 10	2	1
5. As a result of this workshop, will your division be better able to set minimum competencies for graduation?	Yes 48	No 5	3	3
6. As a result of this workshop, will your division be better able to implement minimum competencies for graduation?	Yes 46	No 6	5	3
7. As a result of this workshop, will your division be better able to test minimum competencies for graduation?	Yes 40	No 10	6	3

COMMENTS:

Very informative and helpful conference

Workshop was well-planned and executed

This conference has been one of the best

Minimum competencies should be set for the state

Still have a long way to go

"Our division would be better able to set, implement, and test minimum competencies if some of our administrators had been present at this workshop. Our administrators don't realize the difficulties involved.

"This workshop has not solved financial problems which our division will face in these efforts."

"In my judgment the state Department of Education has not assumed

OBJECTIVES OF MEETING

1. To share with you the methods which have been used to identify competencies.

2. Methods used to implement the competency-based graduation requirements.

3. Certain methods of assessment which may be considered.

4. Answer questions or concerns which you have relative to implementation of this requirement.

its fair share of responsibility for this awesome project.

Both Dr. Cook and Ms. Swiggett were helpful and informative and effective speakers.

I find most interesting the omission of any reference to legal ramifications. Intentional? Inadvertent?"

"The meeting was well planned and appropriate for the audience.

There will continue to be a need for periodic regional meetings as more and better information is available from the local divisions. This will enable all localities to upgrade their procedures and materials."

"Long-range effects of this whole program remain an area of concern
-dual diploma - dual track?
-effect of minimum competency on awarding of credit
-HEW?

"I particularly enjoyed and got ideas from the Hampton, Va. and consortium presentations and handouts"

"I do not see a consensus on what "minimum competency" means- cursive writing versus reading a classified ad? Also, not much help was given with the question of "remediation"- I think this whole area has enormous potential impact on a school's curriculum, and I think the state should offer some help.

"Also, how are various school divisions going to be held accountable? How is their implementation of these competency assessments going to be evaluated?"

WORKSHOP FOR IMPLEMENTING MINIMUM COMPETENCIES FOR GRADUATION

This workshop is being held to provide you with information about what other school divisions are doing to implement competency-based graduation requirements.

At the end of the workshop, please complete this checklist and return it to Mr. Numa P. Bradner.

Region VI Date November 29, 1977

			Maybe	NA
1. Were the objectives of this workshop clearly stated?	Yes 26	No 0	0	0
2. Did this workshop achieve its stated objectives?	Yes 24	No 2	0	0
3. Was the workshop leader clear in communicating ideas?	Yes 23	No 2		1
4. Did this workshop meet your <u>own</u> objectives for attending?	Yes 20	No 5		1
5. As a result of this workshop, will your division be better able to <u>set</u> minimum competencies for graduation?	Yes 20	No 1	3	2
6. As a result of this workshop, will your division be better able to <u>implement</u> minimum competencies for graduation?	Yes 19	No 1	4	1
7. As a result of this workshop, will your division be better able to <u>test</u> minimum competencies for graduation?	Yes 15	No 6	3	2

COMMENTS:

Data bank for test items at State level would be very helpful.

Any information would be helpful.

(2)State should serve as a clearinghouse on test items, Companies, etc.

(2)One of the most beneficial State conferences I have attended.

Well planned.

WORKSHOP FOR IMPLEMENTING MINIMUM COMPETENCIES FOR GRADUATION

This workshop is being held to provide you with information about what other school divisions are doing to implement competency-based graduation requirements.

At the end of the workshop, please complete this checklist and return it to Mr. Numa P. Bradner.

Region VII Date 11/30/77

			Maybe	NA
1. Were the objectives of this workshop clearly stated?	Yes 40	No 0	0	1
2. Did this workshop achieve its stated objectives?	Yes 39	No 1	0	1
3. Was the workshop leader clear in communicating ideas?	Yes 40	No 0	0	1
4. Did this workshop meet your <u>own</u> objectives for attending?	Yes 36	No 4	1	0
5. As a result of this workshop, will your division be better able to <u>set</u> minimum competencies for graduation?	Yes 35	No 3	1	0
6. As a result of this workshop, will your division be better able to <u>implement</u> minimum competencies for graduation?	Yes 34	No 5	1	1
7. As a result of this workshop, will your division be better able to <u>test</u> minimum competencies for graduation?	Yes 31	No 9	0	1

COMMENTS:

Make Divisions aware of test items available from State.

(2)Dr. Nancy Cook's presentation was excellent. Made the workshop worthwhile.

Provide assistance on how to develop tests.

"The yes-no responses do not seem the best way to ascertain the effectiveness of these kinds of workshops."

(2)Well-organized workshop.

"Some groups seem to find it difficult to say how to <u>test</u> effectively minimum competencies and if state/local financial resources will be available to remediate."

RESOURCE CENTER

The establishment of a Resource and Referral Center (RRC) has been an on-going activity of the AEL Regional Exchange. The purpose of the Center is to effectively and efficiently assist member states with requests for specific R & D products in the area of basic skills (reading and math) and competency-based education, and/or to provide information about such products. Another service the Center has been providing to member states is the investigation and obtainment of research results to identify programs and organizations relevant to a particular educational problem the state may be facing.

In April, 1977, an initial step was taken in establishing the RRC by writing to developers/publishers of R & D reading and mathematics materials listed in the NIE Catalog of Education Products. The purpose was to briefly explain the nature of the RDx and the Rx and to attempt to obtain two copies of a particular product on a no cost basis. This was done in order to make one copy available for on-site examination by persons from state departments of education, intermediate and local education agencies, while the second copy would be available on a loan basis by mail to the same agencies if they were unable to visit the Center. This access to materials would enable potential users to determine if a product had potential for implementation within a particular school system. By creating an awareness of the R & D products and providing education personnel a chance to examine the materials, the chances of an individual school system implementing and utilizing a product would be greatly enhanced.

Thirty letters were sent to developers/publishers, and ten sets of materials were received. The materials have been housed in a special room at AEL and are available for examination. The Center has acquired numerous books, pamphlets, and publications, through NIE and other agencies. Materials

include items on career education, member state departments of education publications on a variety of topics, bilingual programs, desegregation, computer careers, environmental education programs, research and evaluation in education, various catalogs, directories and bibliographies, basic skills and competency based education. A listing of materials is published in the bimonthly Bulletins which are sent to SEA contacts, Rx conference participants, the AEL-Rx contractors and NIE. At the request of one of the SEA contact persons, acquisitions for the Resource and Referral Center (RRC) are included in the Bulletin on a separate and attached list to allow for easy duplication and distribution to persons within member states. The nature of the material - book, newsletter, pamphlet, sample kits - is indicated to help states determine if any of the items might be relevant to an identified need. The procedure for obtaining these materials is as follows.

Any person desiring information or products, primarily those listed in the NIE Catalog, calls or writes the person designated as the Rx contact person in his/her own state department of education. If the information cannot be obtained from within the SEA, the SEA contact calls or writes the Resource and Referral Center (RRC) with the request or suggests that the requestor contact us directly. Staff at the Rx fills the request if the information/product is available within the Resource and Referral Center (RRC). If not, contacts are made to RDx contractors or directly to a relevant agency to attempt to secure an examination copy or consumer information about the project. Upon receipt of the information/product, Rx staff sends the information/product to the SEA contact person or directly to the requestor if the contact person so desires. The requestor may retain the item(s) permanently if written permission is granted by the AEL-Rx or, after examination of the material is asked to return the material(s) to the RRC. A simple evaluation form which the

requestor is asked to complete accompanies each product. The form lists the title of the material, the person to whom the material was sent, and asks for a brief description of the usefulness of the product. A sample of the evaluation form is attached.

Although some of the materials in the Resource and Referral Center (RRC) have been requested on a loan basis, a far greater number of requests have come from member states for assistance with problems/products/programs other than those available. Requests have focused on career education information, total curriculum program planning at the elementary level; administering to achieve desired performance level; the possible connection between junk food and hyperkinesis; recreation and career programs for the elderly; instruments for evaluating college presidents; successful programs being used for underachieving, disadvantaged, black males in the area of math, reading and language arts; programs to raise the reading level of adults; new and emerging occupations for the handicapped; programs for gifted and talented; management information systems in operation in local school districts and energy conservation measures for schools. From this sampling, it is obvious that the requests have not centered on any one common problem but have ranged over a wide variety of problems and concerns.

In attempting to provide information, products, contacts, the Resource and Referral Center staff has extensively utilized the services of the Resource and Referral Service at the Center for Vocational Education. They have been extremely cooperative and helpful in assisting AEL-Rx to effectively and efficiently provide information to the requestors. Other sources used by the AEL-Rx staff include local, regional, and national organizations relevant to the particular request, computer searches of ERIC, clearinghouses, catalogs, publications and people who provide information which leads to further sources of information. In rare cases, has no information or assistance been provided

due to an inability to obtain any information which might exist on the topic.

Diagram I depicts the way in which a request from the field is received by the Resource and Referral Center and also the procedure by which it is disseminated to the field. Diagram II depicts the way in which a specific request from the state department of education in Tennessee was handled and Diagram III shows a request from a local education agency and the steps followed in the eventual fulfillment of that request.

As a part of the RDx effort ot make practitioners aware of R & D products, over 100 copies of the NIE Catalog of Education Products were distributed to state, regional, and local education agency personnel.

The AEL Regional Exchange developed a brief survey form about the use of the Catalog of NIE Education Products. When a Catalog was disseminated to a requestor, the AEL staff mentioned that a request from users would be forthcoming at a later date. A list of all persons who had received the document was maintained by the AEL staff.

On November 1, 1977, 125 survey forms were sent to educators in the nine states served by the AEL Regional Exchange. This was followed by a second mailing of 125 surveys to the same population on November 16, 1977. A total of 73 surveys (60%) was returned. A summary of the results is as follows:

(1) Who distributed the catalog to you?

Respondents indicated that the NIE Catalog was distributed to them primarily by one of three main agents:

(a) state department of education (N = 18);

(b) AEL-Rx (N = 37); and

(c) NIE (N = 7).

Others indicated that copies of the NIE Catalog had been received from local boards of education, and career workshops sponsored by state departments of education. A total of 66 persons responded.

(2) How did you learn about the Catalog?

Respondents learned about the existence of the NIE Catalog through four major sources:

(a) AEL-Rx meeting (N = 30);

(b) state department of education (N = 17);

(c) AEL-Rx Bulletin (N = 6); and

(d) other (N = 16).

The responses in the "other" category indicated that knowledge about the Catalog came from such sources as local boards of education, HEW channels, Education Daily, librarians, workshops, dissemination conferences, and career education workshops. A total of 69 persons responded to this item.

(3) What types of people do you know personally who have used this Catalog?

The types of persons known to have used the Catalog were:

(a) state department of education personnel, from various divisions or bureaus (N = 30);

(b) curriculum coordinators (N = 28);

(c) teachers (N = 18);

(d) principals (N = 8); and

(e) school superintendents (N = 3).

A total of 97 persons responded to this item, including ten persons indicated that they knew of no one who had used the Catalog.

(4) Why did those people use the Catalog?

There were 84 responses, 12 of which indicated no knowledge of why the Catalog was used. The remaining 72 responses indicated that 44 persons had used the Catalog for general reference, 14 as an in-service text, 14 as a way to identify products for possible adoption, and one other unspecified.

(5) Do you know personally of any results occurring due to uses of the Catalog?

A total of 45 responses was received. Twenty-five persons indicated that there were requests for further information about a product. Four respondents indicated that the use of the Catalog had resulted in the adoption of a product. Thirteen of the sixteen respondents who check "other" indicated that they knew of no results occurring due to use of the Catalog and three respondents indicated that the

Catalog had been used for resource identification, general information, and assistance in writing proposals.

(6) How can the Catalog be improved?

The following improvements to the Catalog were suggested by the 58 persons responding: three persons suggested other indices; one, changes in format; seven, other informational elements in the product description; and one, smaller sections for the Catalog. Forty-six persons reported no suggestions for improvements in the Catalog. Comments included

(a) using information on items which are currently ready for use and have been validated;

(b) using information on Regional Education Service Agency (RESA) activities;

(c) providing annual revisions;

(d) specifying that programs or materials listed have dissemination capabilities;

(e) providing more detailed information on level of materials and where materials have been used; and

(f) making the Catalog ERIC compatible, including it in an identifiable file in Dialog or a similar information accessing system.

(7) Would the information in the Catalog be more helpful if it were in an ERIC compatible format?

Of the 53 persons responding, 27 indicated "yes" and 26 "no." Comments included

(a) recognition of the advantages but uncertainty regarding the necessity or desirability;

(b) acknowledgement of the Catalog as a resource for providing workshop material rather than be a resource for initial identification of materials; and

(c) recommendations that the Catalog information be included in the ERIC data base in order to allow for computer retrieval.

APPALACHIA EDUCATIONAL LABORATORY
REGIONAL EXCHANGE
USE OF
CATALOG OF NIE EDUCATIONAL PRODUCTS
November 1, 1977

Please take a few moments to respond to the following questions regarding the use of the Catalog of NIE Educational Products, Volume I and II. Please return this questionnaire by November 14th. Thank you for your cooperation.

1. Who distributed the Catalog to you? (Check one)

_____State Department of Education

_____AEL - Regional Exchange

_____NIE

_____Other (please specify)

COMMENTS:

2. How did you learn about the Catalog? (Check all that apply)

_____AEL-Rx meeting

_____State Department of Education

_____AEL-Rx Bulletin

_____Other (please specify)

COMMENTS:

3. What types of people do you know personally who have used the Catalog? (Check all that apply)

_____School Superintendents

_____Curriculum Coordinators

_____Principals

_____Teachers

_____State Department of Education Personnel (Please specify bureau or division)

_____I know of no one who has used the Catalog.

COMMENTS:

4. Why did these people use the Catalog? (Check all that apply)

_____Identify products for possible adoption

_____General reference

_____Inservice text

_____Other (Please specify)

_____I do not know why these people used the Catalog.

COMMENTS:

5. Do you know personally of any results occuring due to uses of the Catalog? (Check all that apply)

_____Requests for further information about a product

_____Adoption of a product

_____Other (Please specify)

COMMENTS:

6. How can the Catalog be improved? (Check all that apply)

_____Other indexes

_____Changes in format

_____Other informational elements in the product description

_____I have no suggestions on how the Catalog can be improved.

COMMENTS:

7. Would the information in the Catalog be more helpful if it were in an ERIC - compatible format?

_____YES _____NO

COMMENTS:

Please use the enclosed envelope and return to: Appalachia Educational Laboratory, Regional Exchange, P.O. Box 1348, Charleston, West Virginia 25325.

SEA REQUEST FOR INFORMATION TO AEL Rx

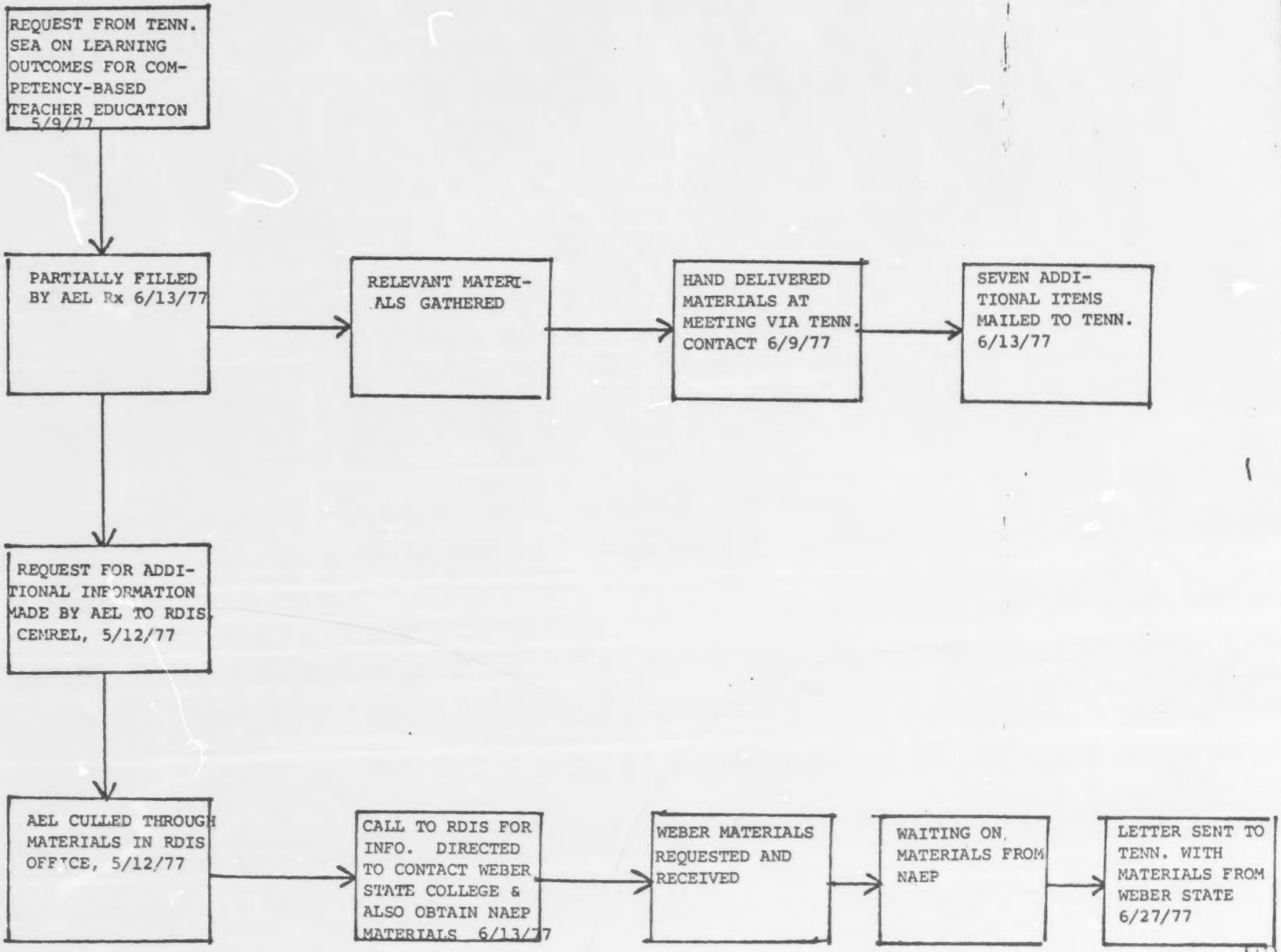

REQUEST FROM TENN. SEA ON LEARNING OUTCOMES FOR COMPETENCY-BASED TEACHER EDUCATION 5/9/77
PARTIALLY FILLED BY AEL Rx 6/13/77
RELEVANT MATERIALS GATHERED
HAND DELIVERED MATERIALS AT MEETING VIA TENN. CONTACT 6/9/77
SEVEN ADDITIONAL ITEMS MAILED TO TENN. 6/13/77
REQUEST FOR ADDITIONAL INFORMATION MADE BY AEL TO RDIS, CEMREL, 5/12/77
AEL CULLED THROUGH MATERIALS IN RDIS OFFICE, 5/12/77
CALL TO RDIS FOR INFO. DIRECTED TO CONTACT WEBER STATE COLLEGE & ALSO OBTAIN NAEP MATERIALS 6/13/77
WEBER MATERIALS REQUESTED AND RECEIVED
WAITING ON MATERIALS FROM NAEP
LETTER SENT TO TENN. WITH MATERIALS FROM WEBER STATE 6/27/77

DIAGRAM II

LEA REQUEST FOR INFORMATION TO AEL Rx VIA SEA

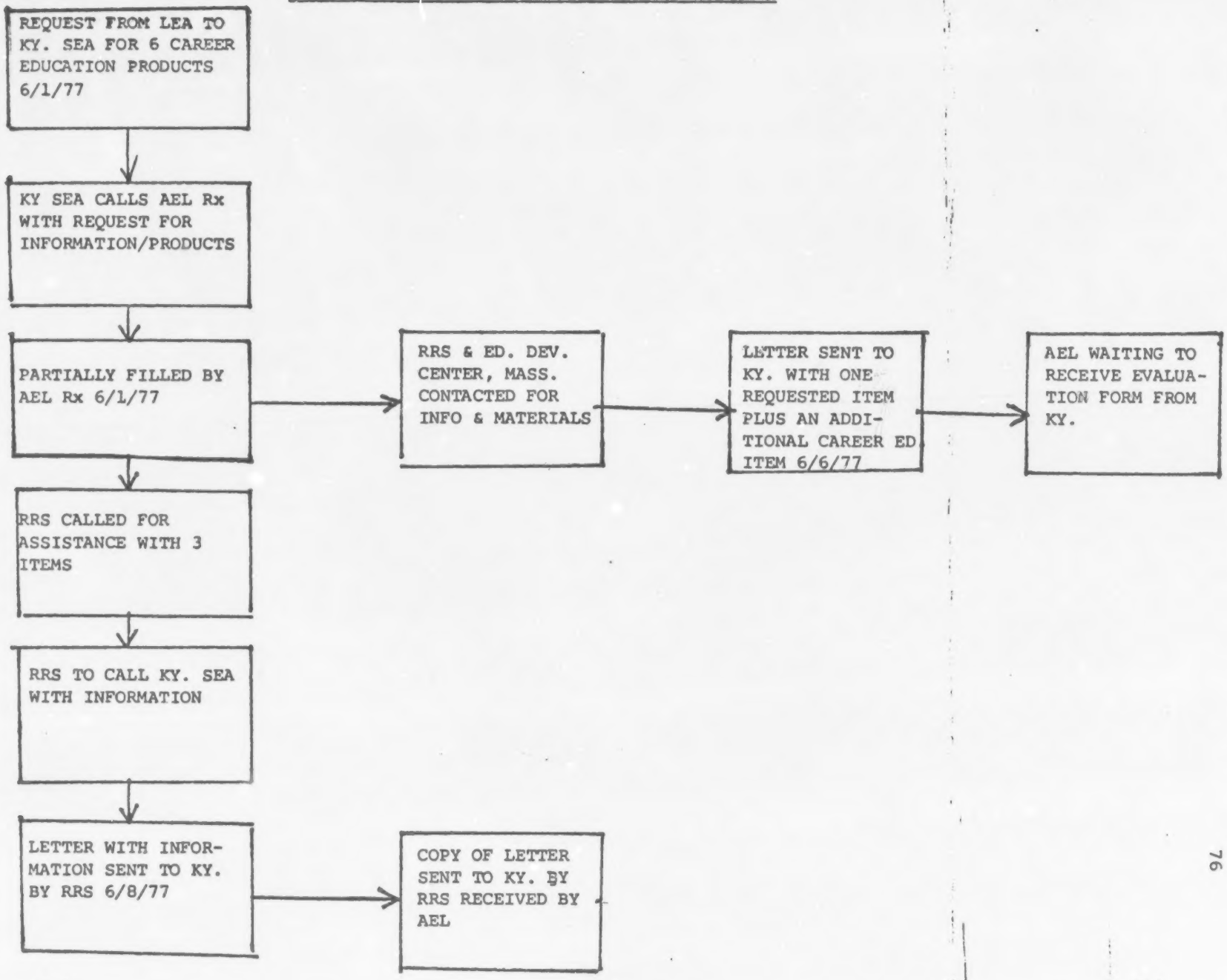
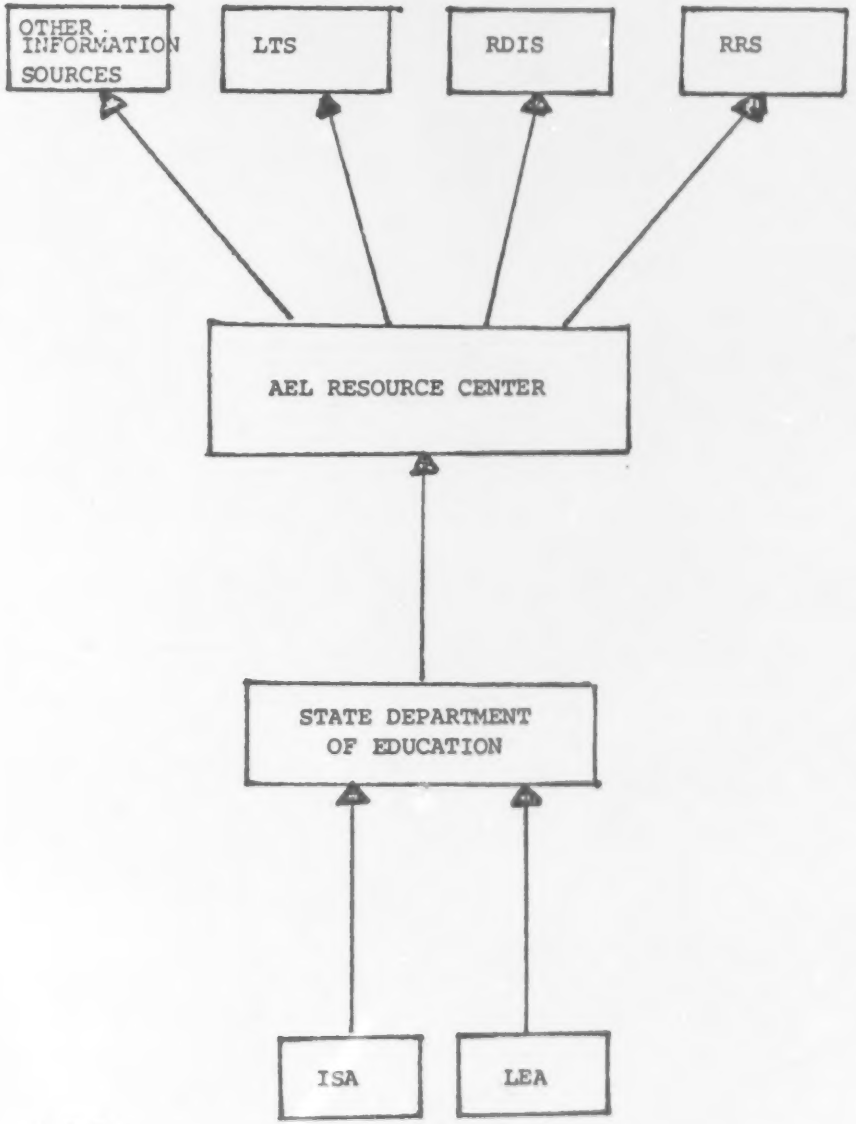

REQUEST FROM LEA TO KY. SEA FOR 6 CAREER EDUCATION PRODUCTS 6/1/77
KY SEA CALLS AEL Rx WITH REQUEST FOR INFORMATION/PRODUCTS
PARTIALLY FILLED BY AEL Rx 6/1/77
RRS & ED. DEV. CENTER, MASS. CONTACTED FOR INFO & MATERIALS
LETTER SENT TO KY. WITH ONE REQUESTED ITEM PLUS AN ADDITIONAL CAREER ED ITEM 6/6/77
AEL WAITING TO RECEIVE EVALUATION FORM FROM KY.
RRS CALLED FOR ASSISTANCE WITH 3 ITEMS
RRS TO CALL KY. SEA WITH INFORMATION
LETTER WITH INFORMATION SENT TO KY. BY RRS 6/8/77
COPY OF LETTER SENT TO KY. BY RRS RECEIVED BY AEL

DIAGRAM III

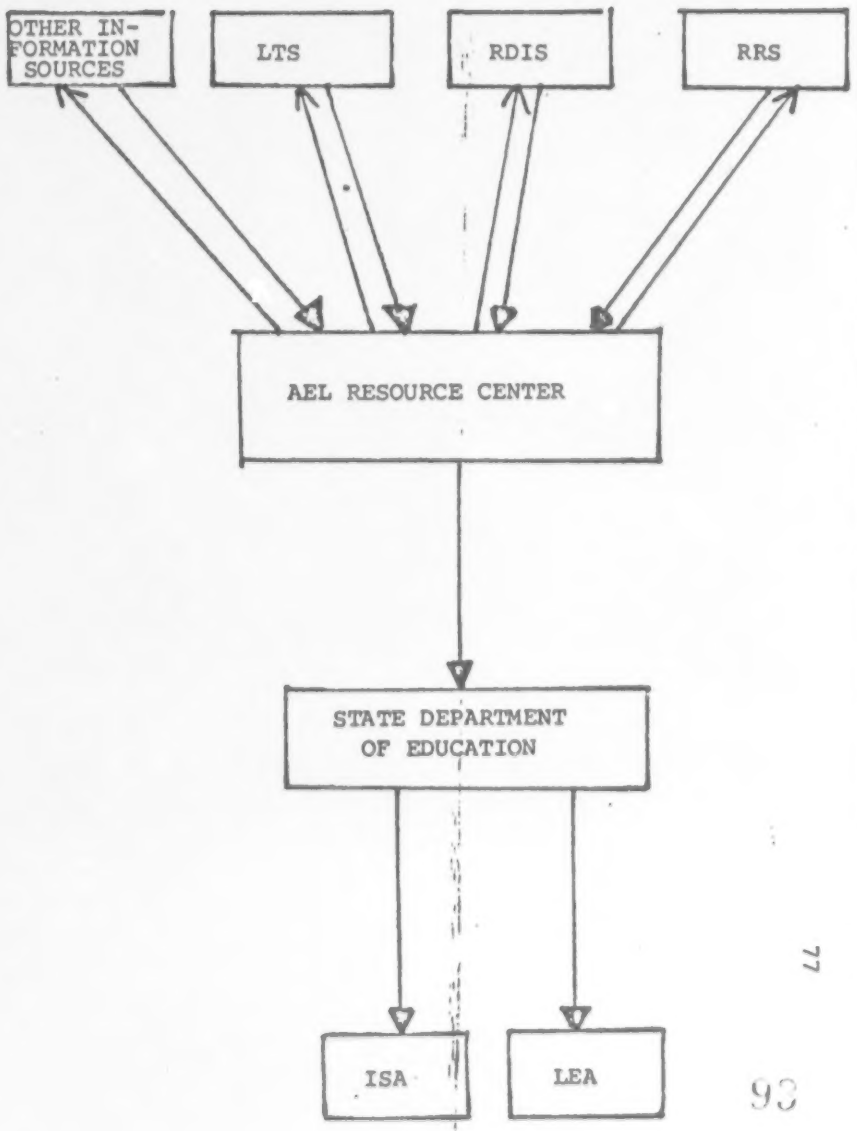
Rx RESOURCE CENTER OPERATION

REQUEST FOR CONSUMER INFORMATION AND/OR PRODUCT FROM FIELD TO AEL Rx



92

REQUEST FILLED BY AEL Rx TO FIELD



93

77

DIAGRAM I

AEL-Rx RESOURCE CENTER REQUESTS
March 1-November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
KENTUCKY	June 6, 1977	RD 060 007 - RD 060 005 - RD 060 011	Price and order information provided by RRS
	June 6, 1977	EPIE Career Education S* E* T* Key Resources in Career Education	AEL
	July 12, 1977	Searchlight	AEL
		Behavior Modification Handbook for Helping Professionals	not available
		An Experimentalist Approach to Counseling	AEL
		An Accountability Model for Couselors	AEL
	July 13, 1977	Teaching Strategies in Communication	not available
		Language Training, Language Development: A Bibliography	not available
	July 27, 1977	Values Education Sourcebook	AEL
	Aug 25, 1977	Environmental Education Quick Cards	AEL
	Oct 19, 1977	21 NIE Catalogs to separate individuals	AEL
		Linking Processes in Educational Improvement	AEL
	Oct 26, 1977	Brochures on CBE resources and RDx and information about CBE Sourcebook	AEL

AEL-Rx RESOURCE CENTER REQUESTS
March 1-November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
KENTUCKY	Oct 31, 1977	Three separate requests for EPIE Career Education S* E* T*	AEL
		Key Resources in Career Education	
		Learning objectives	AEL
		Back to Basics	
		Standardized Testing	
		Testing in Reading	
		Use of Student Case Study Methodology in Program Evaluation	
		Some Tasks and Competencies Frequently Required in Educational Research and Evaluation	

AEL-Rx RESOURCE CENTER REQUESTS
March 1 - November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
FLORIDA	June 30, 1977	Video tapes on parenting with printed support materials. AEL-Aids to Early Training, Early Warning Signs brochures	AEL & SEDL
	July 25, 1977	Wisconsin Design Materials	AEL
	Aug 2, 1977	Interium Report on the NIE Compensatory Education Study	AEL
	Sept 15, 1977	Information on 1) factors influencing school achievement 2) ways to measure or assess those factors, 3) ways to make changes in schools to upgrade pupil achievement	AEL & RRS
	Sept 30, 1977	Information on programs of remediation for students in skills areas (reading & math)	AEL & RRS
	Nov 10, 1977	Information on evaluation instruments used in assessing instructional television programs	AEL & RRS

AEL-Rx RESOURCE CENTER REQUESTS
March 1-November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
MISSISSIPPI	Aug 26, 1977	Natural Assessment of Educational Progress	AEL
	Sept 6, 1977	Mini-lists on Handicapped and Competency Based Education Resources	AEL

AEL-Rx RESOURCE CENTER REQUESTS
March 1-November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
NORTH CAROLINA	Aug 11, 1977	Copy of E.M.P.I.S.	AEL & RBS
	Sept 13, 1977	Mini-list on Resources for Improving Reading Ability of Adults	AEL
	Sept 23, 1977	Mini-list on Reading for Adults	AEL
	Sept 30, 1977	Tests of Functional Adult Literacy: An Evaluation of Currently Available Instruments	AEL
	Oct 25, 1977	Information on Environmental Language Intervention Program at Nesonger Center, Ohio State	AEL
	Oct 26, 1977	Measurement information from competency based education Sourcebook	AEL
	Nov 2, 1977	Programs to raise reading level of adults	AEL
	Nov 10, 1977	RD 110 007	Information to be provided to AEL by Southwestern Cooperative Educational Lab, N.M.
		RD 110 052	not available
		RD 160 024	not available
		Wisconsin Design for Reading Skill Development and Design for Math packets	AEL
		Reading and Language Arts developed by SWRL	
	Nov 21, 1977	Communications Based Skills List	AEL

AEL-Rx RESOURCE CENTER REQUESTS
March 1-November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
SOUTH CAROLINA	Sept 7, 1977	Management Information Systems	AEL & RRS
	Sept 7, 1977	Programs for underachieving, disadvantaged black males	AEL & RRS

AEL-Rx RESOURCE CENTER REQUESTS
March 1-November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
TENNESSEE	June 13, 1977	Legislative summary for competency based graduation requirements and an ERIC summary on competency based education	AEL & RRS
	June 14, 1977	Information on administering to achieve the desired performance level	AEL & RRS
		Curriculum program planning at elementary level	
		Copy of Bullock Report	
		Copy of Miss Q's Analysis	
	July 21, 1977	Model home room guidance programs	AEL
	Aug 9, 1977	Competency based materials from Westinghouse Training Corporation	AEL
	Aug 15, 1977	Cost benefit study of secondary vocational education programs	AEL
	Aug 15, 1977	Average annual cost of maintaining a school age child in the home	
	Aug 15, 1977	Recreation and career programs for elderly	AEL
	Aug 22, 1977	Instruments for evaluating college presidents	AEL
	Aug 23, 1977	Going Metric: An Analysisof Experiences in five Nations and Their Implication for U.S. Educational Planning	AEL
		Metric Inservice Teachers Training: Learning from the English and Australia Experiences	

AEL-Rx RESOURCE CENTER REQUESTS
March 1-November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
TENNESSEE	Sept 2, 1977	Energy conservation measures	AEL & RRS
	Sept 12, 1977	Information on programs that teach reading through math	AEL & RRS
		Vocational follow-up on employer surveys	AEL & RRS
		Vocational Education Program Coordination or Articulation between secondary and post secondary	AEL & RRS
	Sept 14, 1977	Number of people in S.E. states who are considered illiterate in basic studies	AEL & RRS
	Sept 19, 1977	Information on computer search related to Congressional bills on vocational education	
		Priority One Environment - descriptive brochure	AEL
		AEL-Rx Resource Center Information	AEL
		Education Programs That Work	not available
	Sept 28,1977	Information on new and emerging occupations for the handicapped	AEL
	Oct 11, 1977	Information on Competency Based Education relating to music, art, drama, and vocational studies	AEL & RRS
	Oct 12, 1977	Competency Based Education Sourcebook Basic Life Skills Assessment Items	AEL
		AEL Aids to Early Learning	
	Oct 19, 1977	Information on maintaining handicapped children to meet requirements of Public Law 94-142	AEL & RRS

AEL-Rx RESOURCE CENTER REQUESTS
March 1-November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
TENNESSEE	Oct 21, 1977	Products from NIE Reading and Language Arts Catalog of NIE Education Products Key Resources in Career Education EPIE Career Education Set RDx brochure and RRS mini-list on competency based education handicapped and teaching reading to adults	AEL
	Nov 4, 1977	Names of school districts and counties with high number of minority students in vocational technical programs in senior high school within S.E. regions	AEL & RRS
	Nov 21, 1977	Information on Role of Administrator in the improvement of reading	AEL

AEL-Rx RESOURCE CENTER REQUESTS
March 1-November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
VIRGINIA	May, 1977	NIE Catalogs sent to selected LEAs	AEL
	Sept 21, 1977	Programs for gifted and talented	AEL & RRS
	Oct 20, 1977	Information on research results on advantages and disadvantages of promotion versus retention	AEL & RRS
		Information on accreditation standards and curriculum for middle schools	AEL & RRS

AEL-Rx RESOURCE CENTER REQUESTS
March 1-November 30, 1977

STATE	DATE	NATURE OF REQUEST	AGENCY PROVIDING INFORMATION
WEST VIRGINIA	May, 1977	NIE Catalogs sent to selected LEAs	AEL
	June 23, 1977	Information on junk food and its relationship to hyperkenesis	AEL
	Aug 8, 1977	States which have competency based graduation requirements	AEL & CCSSO
	Sept 9, 1977	Energy conservation measures for schools	AEL & RRS

SUMMARY OF AEL-Rx RESOURCE CENTER REQUESTS
March 1 - November 30, 1977

STATE	NUMBER OF REQUESTS
Alabama	0
Florida	6
Kentucky	21
Mississippi	2
North Carolina	13
South Carolina	2
Tennessee	33
Virginia	4
West Virginia	4
TOTAL	85

It is evident that the Resource Center has been utilized by some of the states more than others. Alabama, for example, has not utilized this Rx service, and the reason may be that Alabama has an information retrieval service and has been able to supply the requested information without contacting other sources. On the other hand, Kentucky also has an information retrieval service, but they have contacted us with twenty-one requests.

SUMMARY OF RESPONSES TO REQUESTS

STATE	INFORMATION	PRODUCTS
Alabama		
Florida	3	3
Kentucky	11	8
Mississippi	1	1
North Carolina	9	4
South Carolina	2	C
Tennessee	24	9
Virginia	3	1
West Virginia	3	1
TOTAL	56	27

There were fifty-six responses to requests for information and twenty-seven requests for products during this period. While it is difficult to judge the number of requests that will be made when the Rx becomes more visible, it is safe to predict that the number of requests for information will exceed the number of requests for products. The Rx, therefore, will not stockpile R & D products unless there is a demand for products in a specific area.